DOCUMENT RESUME

ED 215 057 UD 022 228

AUTHOR Lewallen, Sterling B.
TITLE Attitudes and Perceptions of Blacks toward Vocational Education.
PUB DATE 78
NOTE 143p.; Ph.D. Dissertation, Colorado State University; some tables may be marginally legible due to small size type.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Administrators; Attitude Measures; *Black Attitudes; *Black Employment; Blacks; Business; Parents; Secondary Education; Students; Teachers; *Vocational Education
IDENTIFIERS Wichita Public Schools KS

ABSTRACT

The concern that few black students participate in secondary level vocational education programs prompted this study on the attitudes of black students, parents, teachers, and business owners/managers toward vocational education, and on differences in attitudes between the different categories of blacks investigated. Data were collected through questionnaires and interviews with subjects from Wichita, Kansas. Results indicated that: (1) attitudes of students and parents toward vocational education were not significantly different, but those between students and businessmen, students and teachers, parents and teachers, parents and businessmen, and businessmen and teachers, were significantly different; (2) teachers and businessmen attached more prestige to vocational education than did students and parents; (3) students, parents, and businessmen were more confident that vocational education prepares students for employment than were teachers; (4) parents and teachers were most opposed while students were least opposed to removing vocational education from the educational system; and (5) all groups agreed that participation in vocational education programs would significantly improve a black student's ability to find employment, that vocational education is as important as a college education, and that more vocational education opportunities should be made available to blacks. Recommendations for the Wichita Public Schools were formulated based upon the findings. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2150057

DISSERTATION

ATTITUDES AND PERCEPTIONS OF BLACKS TOWARD VOCATIONAL EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

STERLING B. Lewallen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Submitted by

Sterling B. Lewallen

Department of Vocational Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

In partial fulfillment of the requirements

for the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Summer, 1978

UD 022 228

COLORADO STATE UNIVERSITY

Summer, 1978

WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY STERLING B. LEWALLEN ENTITLED ATTITUDES AND PERCEPTIONS OF BLACKS TOWARD VOCATIONAL EDUCATION BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

Committee on Graduate Work

Howard L. Bowers — A C Masterson

Stanley M. Cole

Glen Cook

Duane L. Slake

Adviser

R. Hewitt Anderson

Head of Department

ABSTRACT OF DISSERTATION

ATTITUDES AND PERCEPTIONS OF BLACKS TOWARD
VOCATIONAL EDUCATION

The purpose of this study was to assess the attitudes and perceptions of selected groups of Blacks toward vocational education.

The major objectives of the study were to determine if there were significant differences in attitudes and perceptions between (a) Black students and Black Parents; (b) Black students and Black businesspersons; (c) Black students and Black teachers; (d) Black parents and Black businesspersons; (e) Black parents and Black teachers; and (f) Black businesspersons and Black teachers.

A Likert-type attitude scale questionnaire used by Yearling (60) to measure attitudes and perceptions towards vocational education was located and utilized. The instrument consisted of twenty-two items in five categories. The instrument was personally administered by the investigator to thirty Black students from all six Wichita, Kansas Public High Schools, their parents, thirty Wichita High Schools' Black teachers, and thirty Black businesspersons. All 120 participants resided within the boundaries of Unified School District 259, Wichita, Kansas. A series of t tests were used to test the hypotheses and to identify individual and categorized items on which there were significant differences at the .05 level.

The following conclusions were made after analyzing the obtained data: (1) Black students, Black parents, Black teachers, and Black businesspersons have favorable attitudes and perceptions toward vocational education; (2) Students' and parents' responses did not differ significantly (at the .05 level); (3) There was a significant difference (at the .05 level) in responses made by students and teachers, parents and teachers, and businesspersons and teachers when responding to the categorized items comprising the Employment Preparation in Vocational Education category; (4) Students and businesspersons, students and teachers, parents and teachers, and parents and businesspersons differed significantly in their views toward the Prestige of Vocational Education category; (5) Students and teachers demonstrated a significant difference in responses toward the Importance of Vocational Education category; (6) Students and teachers differed significantly (at the .05 level) on eight of the twenty-two items; (7) One hundred per cent of the parents indicated that vocational education is geared toward preparing Blacks for future jobs and 90 per cent indicated vocational education for Blacks should be expanded; (8) Ninety-seven per cent of the teachers, students, and parents disagreed that vocational education for Blacks should be removed from the educational system at all levels. Eighty-seven percent of the businesspersons disagreed; (9) Businesspersons demonstrated the most favorable attitude, with a mean score of 89.2 when all twenty-two items were combined into an overall category. Other overall group means were parents 83.16, students 82.7 and teachers 82.46.

Sterling B. Lewallen
Department of Vocational Education
Colorado State University
Fort Collins, Colorado
Summer, 1978

ACKNOWLEDGEMENTS

Many individuals have entered the life of the investigator and given him the encouragement, inspiration and assistance, necessary to make this study possible. To all of them, he owes a veracious expression of gratitude.

To Dr. Duane L. Blake, the investigator's major adviser, whose humanistic tactics, wise counsel, and scholarly suggestions made possible the completion of the terminal program and investigation;

To Dr. Julie Yearling, Jr., whose study inspired the present investigation, and who volunteered his data collecting instrument;

To Drs. Howard Bruner, Stanley Cole, Albert Masterson, and Glen Rask who made personal sacrifices in order to serve on the candidate's committee;

To Dr. Douglas Sjogren, for assistance in preparing the statistical analysis and in processing of the data;

To Beth Wieck, for her typing assistance;

To the administrators, counselors, teachers, and students of the Wichita Publis Schools, for their participation, cooperation and assistance;

To the Black parents and Black businesspersons of Wichita, for welcoming me into their homes and businesses to collect the data during a blizzard.

This production is enduringly dedicated with deepest love and appreciation to the members of the investigator's family who unselfishly made numerous sacrifices throughout his graduate program. To my wife, Bettie Ruth, who constantly encouraged my educational pursuits with moral, spiritual, and material support; and to my children, Karen, Maurice, and Rodney who were forced to relinquish their father at crucial times in their lives, a debt is owed which can only be repaid with renewed devotion and affection.

TABLE OF CONTENTS

		Page
ABSTRACT		iii
ACKNOWLEDGEMENTS		v
LIST OF TABLES		ix
LIST OF FIGURES		xi
Chapter		
I	INTRODUCTION	1
	Introductory Statement	1
	The Problem	2
	Statement of the Problem	5
	Significance of the Problem	5
	Need for the Study	6
	Definition of Terms	7
	Objectives	9
	Delimitations	10
	Assumptions	10
II	REVIEW OF LITERATURE	11
	Introduction	11
	The Search	11
	Attitudes Toward Vocational Education and General Education	13
	Attitudes of the Labor Force	15
	Attitude Development	16
	Factors Affecting Attitudes Toward Vocational Education	20
	Measuring Attitudes Toward Vocational Education	26
	Studies Relating to Attitudes Toward Vocational Education	27
	Summary	33
	Hypotheses	33

TABLE OF CONTENTS, Continued

Chapter		Page
III	PROCEDURE	35
	Introduction	35
	Study Population	36
	The Data Gathering Instrument	37
	Development of the Attitude-Scale Instrument	38
	Validity and Reliability	39
	Collection of Data	39
	Data Analysis	43
	Summary	45
IV	ANALYSIS OF DATA	49
	Frequency Distributions	49
	Testing of Hypotheses	49
V	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	103
	Summary	103
	Conclusions	108
	Recommendations	112
BIBLIOGRAPHY		115
APPENDICES		120
A	Combined Frequency Responses	121
B	Individual Frequency Responses	123
C	The Attitude Questionnaire	125
D	Student Information Card	129

LIST OF TABLES

Table		Page
1	SUMMARY OF STUDENT PARTICIPANTS BY SCHOOL AND SCHOOL ENROLLMENT	47
2	SUMMARY OF TEACHER PARTICIPANTS BY SCHOOL	48
3	COMBINED FREQUENCY RESPONSES TO ATTITUDE QUESTIONNAIRE	50
4	CATEGORIES FOR GROUPING QUESTIONNAIRE ITEMS	52
5	T TEST FOR DIFFERENCES BETWEEN STUDENTS' AND PARENTS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	57
6	PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND PARENTS BY CATEGORY	58
7	T TEST FOR MEAN DIFFERENCES BETWEEN STUDENTS' AND PARENTS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS	60
8	T TEST FOR DIFFERENCES BETWEEN STUDENTS' AND BUSINESS-PERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	64
9	PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND BUSINESSPERSONS BY CATEGORY	65
10	T TEST FOR MEAN DIFFERENCES BETWEEN STUDENTS' AND BUSINESSPERSONS RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEM	67
11	T TEST FOR DIFFERENCES BETWEEN STUDENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	71
12	PERCENTAGE OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND TEACHERS BY CATEGORY	72
13	T TEST FOR MEAN DIFFERENCES BETWEEN STUDENTS' AND TEACHERS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS	74

LIST OF TABLES, Continued

Table		Page
14	T TEST FOR DIFFERENCES BETWEEN PARENTS' AND BUSINESS-PERSONS ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	80
15	TABLE 15. T TEST FOR DIFFERENCES BETWEEN PARENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	81
16	PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND BUSINESSPERSONS BY CATEGORY	85
17	T TEST FOR DIFFERENCES BETWEEN PARENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	88
18	PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND TEACHERS TO THE CATEGORIES OF EMPLOYMENT PREPARATION, PRESTIGE, IMPORTANCE, BENEFITS, AND EARNING POTENTIAL IN VOCATIONAL EDUCATION	90
19	T TEST FOR MEAN DIFFERENCES BETWEEN PARENTS' AND TEACHERS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS .	92
20	T TEST FOR DIFFERENCES BETWEEN BUSINESSPERSONS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	93
21	PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF BUSINESSPERSONS AND TEACHERS TO THE CATEGORIES OF EMPLOYMENT PREPARATION, PRESTIGE, IMPORTANCE, BENEFITS, AND EARNINGS POTENTIAL IN VOCATIONAL EDUCATION	97
22	T TEST FOR MEAN DIFFERENCES BETWEEN TEACHERS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES	98

LIST OF FIGURES

Figure		Page
1	NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND PARENTS TO THE FIVE QUESTIONNAIRE CATEGORIES	54
2	ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF STUDENTS' AND PARENTS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION	56
3	NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND BUSINESS-PERSONS TO THE FIVE QUESTIONNAIRE CATEGORIES	62
4	ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF STUDENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION	63
5	NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND TEACHERS TO THE FIVE QUESTIONNAIRE CATEGORIES	69
6	ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF STUDENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION	77
7	NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND BUSINESS-PERSONS TO THE FIVE QUESTIONNAIRE CATEGORIES	79
8	ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF PARENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION	82
9	NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND TEACHERS TO THE FIVE QUESTIONNAIRE CATEGORIES	87

LIST OF FIGURES, Continued

Figure		Page
10	ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF PARENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION	89
11	NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF BUSINESSPERSONS AND TEACHERS TO THE FIVE QUESTIONNAIRE CATEGORIES	96
12	ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF TEACHERS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION	102

CHAPTER I

INTRODUCTION

Introductory Statement

The Twentieth Century has witnessed a build-up of the Black population in virtually every large American city. Blacks are continuing to move from rural and non-metropolitan territories to central cities in the nation's metropolitan areas. These moves have not, and are not being made by chance or without consequences. What effect has this had on the lives of Blacks? It has driven Blacks into an environment loaded with insurmountable obstacles to the development of human potential and positive human relations.

During the third quarter of this century a score of social, economic, and political events supplied the impulse for fundamental revisions in the role and status of the Black man in American society. The Civil Rights Movement of the past decade was the force behind significant improvements in education, employment, and overall economic conditions in the Black community.

It seems that the educational system utilized during this period should have played a vital role in the transition of Blacks from agrarianites to urbanites. Vocational education, as a part of the educational system, should have improved Blacks' chances for employment. Employment should have in turn improved their economic condition.

The Problem

Industrial occupational training in vocational schools is a relatively recent phenomenon. Apprenticeship and informal training developed the skills for most manual occupations, largely through imitation and association with a master, until the nineteenth century. The level of skill required of the working force was briefly lowered by the Industrial Revolution, but gradually mass production brought greater specialization and a diversification of functions.

Analytical and communication skills are required of today's workers as well as a more theoretical knowledge due to technological advances. Industry's growing demand for skilled workers has prompted the government to start providing financial aid for public vocational education.

Rapid technological change during the current century has required workers to have more flexibility and a deeper theoretical knowledge of their occupation. During this same period vocational education has experienced a tremendous growth. Secondary schools, post-secondary schools, and many institutions of higher education have initiated and developed programs to assist individuals in becoming proficient in some capacity through vocational education. Vocational education has prepared a steadily increasing number of people for entry into diversified occupations. Vocational education should be able to serve Black individuals in developing their creative potential in a self directing way.

Parental advice or example and social prestige are among the most important factors affecting an adolescent's choice of vocation (Horrocks, 26). Many American parents, Black and non-Black, believe a baccalaureate degree is prerequisite to success in life.

Recent trends in secondary-level school enrollments indicate an increasing tendency of high school students to learn vocational skills for immediate job entry. A recent release by Market Data Retrieval (33), reveals that vocational education, including consumer homemaking--which accounts for thirty-five per cent of the total vocational enrollment, now accounts for forty-two per cent of all secondary enrollments. The United States Office of Education projects that by 1978, vocational programs will account for more than sixty per cent of secondary enrollments. Several factors seem to be promoting this rise: (1) More and more students want to enter the labor market upon graduation; (2) Changing attitudes have led some students away from the traditional academic education; (3) Between 1965 and 1973 vocational education enrollments increased one hundred sixty-five per cent, while overall enrollments increased twenty-seven per cent; (4) More college bound students are planning to continue their vocational training at the post-secondary level in two-year institutions.

The Black student enrollment trend seems to be just the opposite. Black enrollment at four-year institutions has risen approximately five hundred per cent over the past decade.

The long-term rise in levels of educational attainment has enabled many blacks to achieve employment opportunities in higher skilled, higher paying occupations. However, Blacks still constitute a disproportionate share of the workers employed in lesser skilled, lower paying jobs characterized by high turnover and greater incidence of unemployment (Green, 21).

Vocational education was founded on the principle of helping individuals prepare for the world of work in a recognizable occupation. According to Holland (24), people search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones.

Since over fifty per cent of today's youth are graduating from high school without a salable skill, it would seem that the full potential of vocational education is not being utilized in the high school curriculum.

Tausky (51) contends that Black workers support the work norms of society, but desire jobs with occupational status. Are Blacks offered vocational programs only in occupations suffering from a bleak past image of those employed in these trades?

Society is built upon the contributions of the individual. The greatest contributions have been made through work. It seems we are amiss in allowing so few Black youth to leave school prepared to make a contribution to society.

Statement of the Problem

Why are many Black students ignoring vocational education and its promise for helping the individual enjoy a more fulfilling life through being a more productive citizen?

The attitudes and perceptions of individuals or groups of individuals toward vocational education may be a reason for the failure of vocational education programs to reach more high school students. This study is designed to measure the attitudes and perceptions of selected Black individuals relative to vocational education.

Significance of the Problem

Today, more people than ever before are entering the labor force in occupations not requiring a college degree. Many college educated individuals are discovering that the diploma does not equip them for the life-style they thought it would. Some individuals are becoming disenchanted with the life-style for which a university diploma prepared them.

Many women who have raised a family are now seeking ways to enter the labor market in order to offset the rising cost of living and its resulting strain on the family budget.

The Black community has endured the brunt of turmoil caused by automation and a constantly changing technology in the processing and service industries.

To what extent has vocational education bridged the gap between school, home, or displacement and gainful employment for Blacks? Has it assumed a major role in training or re-training Blacks for entry or re-entry into the urban marketplace?

Unfortunately it has not, as the majority of Black youth and other Black groups did not, and are not, participating in vocational education programs.

Why is this? The attitudes and perceptions of different groups in the Black community toward vocational education could be a factor. Affirmative action programs in government, business, and industry may have affected vocational school enrollment by Blacks. A study of students', parents', educators' and businesspersons' attitudes and perceptions toward vocational education may provide some insight into the high Black unemployment rate and the rejection by Blacks of occupations normally taught in vocational education programs.

Green, et al (21) reports that teenagers account for about one-tenth of the nation's labor force but almost one-fourth of the unemployed. Because of their age, they have limited labor market experience and few marketable skills, and thus encounter severe difficulties in finding jobs. In 1977, the jobless rate for Black youth (16-21 years) reached its highest summer-time (July) rate on record, almost thirty-five per cent, nearly three times the rate for white youth.

Need for the Study

Ferman (15) noted the surprising lack of data concerning the attitudes of Black males toward work.

There is a great need for studies of this type. Yearling (60) has conducted the only other study similar in design, in Denver, Colorado. Another study, similar to the Yearling study but done in Wichita, Kansas, will add validity to the findings. The Wichita, Kansas

population is geographically and culturally different from Denver and includes the total city Black population. Understanding this population should assist educators in designing vocational education programs to meet their needs.

Definition of Terms

To provide a clear understanding of certain terms used within the context of this study, the following definitions are provided:

Attitude: An expression of an individual's beliefs.

Attitude Scale: An instrument used to measure the attitudes of individuals.

Black: Any dark complexioned American of African descent.

Businessperson: An individual who is considered an employer in the business or industrial community.

Career Education. A systematic attempt to increase the career options available to individuals and to facilitate more valid career planning preparation.

Counselor: Any individual whose assigned duties are considered to be in the guidance department of the school.

General Education: Formal or informal education designed to help people interact with others.

Occupation: That work which an individual does for hire.

Parent: A father, mother, or legal guardian of any individual enrolled in the school.

Perception: The awareness of objects or other data through the medium of the senses.

Scholastic Achievement: The letter grade classification of an individual--usually referred to as GPA.

School Administrator: Any individual whose assigned duties are in a supervisory position in the school.

Skill Training: Gaining the required ability to perform in a particular occupation through special experiences.

Socio-Economic Disadvantaged: People who suffer from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large.

Student: Any individual who is currently enrolled in the secondary school.

Teacher: Any instructor employed by the school district to teach at a school.

Vocation: That work which an individual does to earn his livelihood.

Vocational Education: Organized educational programs which are directly related to the preparation of individuals for paid employment, or for additional preparation for a career requiring other than a baccalaureate degree.

Vocational Technical Training: Is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences preparing students for a cluster of job opportunities in a field of technology.

World of Work Education: Synonomous with vocational education.

Objectives

The major objective of this study was to obtain an assessment of attitudes and perceptions of selected groups of Blacks toward vocational education.

Specifically, the study attempted to answer the following questions regarding attitudes and perceptions towards vocational education of various groups of Black people in Unified School District Number 259, Wichita, Kansas:

1. Is there a significant difference in attitudes and perceptions between Black students and their Black parents towards vocational education?

2. Is there a significant difference in attitudes and perceptions between Black students and Black businesspersons towards vocational education?

3. Is there a significant difference in attitudes and perceptions between Black students and Black teachers towards vocational education?

4. Is there a significant difference in attitudes and perceptions between Black parents and Black businesspersons towards vocational education?

5. Is there a significant difference in attitudes and perceptions between Black parents and Black teachers towards vocational education?

6. Is there a significant difference in attitudes and perceptions between Black businesspersons and Black teachers towards vocational education?

Delimitations

This study was limited to Black students in high school, Black parents of students selected for the study, Black high school teachers, and Black businesspersons in Unified School District Number 259, in Wichita, Kansas.

Assumptions

The underlying assumptions of this study are:

1. That the data obtained from the participants were correct and represents their current attitudes and perceptions towards vocational education.

2. That the random sample was representative of all Black high school students, all Black high school teachers, all Black parents of high school students, and all Black businesspersons included in the study population.

3. That the administration of the data collecting instrument did not prejudice the responses of the participants.

4. That the data collecting instrument was valid and reliable.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to present a summary of research and professional literature related to this research study.

Sources which were consulted and reviewed included: professional magazines; journals of education as well as vocational education journals; journals of Black studies and research; Black history books; books; theses and dissertations; government documents pertaining to vocational education and manpower studies; and reports of Blacks.

Materials were obtained from the Morgan Library, Colorado State University; the Ablah Library, Wichita State University; and the personal libraries of graduate students and faculty members in the Vocational Education Department at Colorado State University.

The review of literature made it possible to synthesize facts and ideas in order to clearly define the problem, develop realistic methods for dealing with the problem, and give a foundation for designing the research study.

The Search

Available literature regarding the attitudes or perceptions of Blacks towards vocational education is limited. The majority of the literature and research reviewed dealt with the attitudes and perceptions of other racial groups, communities, or organizations.

Information given in this review was compiled through ERIC (Educational Resources Information Center) searches conducted by the Wichita State University Ablah Library Computer Search Data Base.

The following procedures were used:

1. All three ERIC data bases were searched: RIE (Resources in Education), CIJE (Current Index to Journals in Education), and AIM/ARM (Abstracts of Instructional and Research Related Materials in Vocational and Technical Education). The investigator, who had limited previous experience in ERIC computer searching, and the information retrieval specialist, who is trained in the use of ERIC searching techniques, used a series of computer runs to develop the following list of descriptors: Negro attitudes, Black (W) attitudes, vocational education; Negro attitudes + Black attitudes, vocational education, Negro attitudes + Black attitudes, Negro attitudes + Black attitudes + vocational education, Negroes/DE, Negro youth, Negro students, attitudes, perceptions, vocational education, agricultural education, business education, technical education, trade and industrial education, distributive education, Likert (W) scale, Likert (W) attitude (W) scale, and combinations of the above indicators.

Examination of the abstracts identified by the computer print-out revealed relatively few recent studies pertaining to attitudes and perceptions of Blacks toward vocational education.

2. A computer search using the Comprehensive Dissertation Query Service made of abstracts listed in Dissertation Abstracts International. Key words used in the search were: Negro attitudes, Black (W) attitudes, vocational education, Negroes/DE, Negro youth, Negro students, attitudes/DE, vocational education/DE, agricultural education/DE, business education/DE, technical education/DE, trade and industrial education/DE, distributive education/DE, Likert (W) scale, Likert (W) attitude scale, and combinations of the above.

Due to the time lag in the cataloging of recent literature, manual searches of the Educational Index, Dissertation Abstracts International, and the monthly catalogs of United States Government publications were also made by the investigator.

The various studies, theories, and perceptions of Blacks were the subject of this review of literature. The results provided support for the research idea and helped to establish parameters and categories for the scope of this study.

Attitudes Toward Vocational Education and General Education

Education--at all levels--has long been seen as the key to advancement by Blacks. Even under slavery, Blacks struggled to acquire and pass along the forbidden knowledge of reading and writing (Sowell, 45). The faith of Black people in education and their sometimes desperate and pathetic efforts to get it have been feelingly chronicled by W. E. B. DuBois and Booker T. Washington.

Studying the philosophies of these two men, one can grasp the beliefs that are reflected by today's urbanized Blacks.

Booker T. Washington, at one time the sole authority on Black education, accepted the "separate but equal" segregationist doctrine of his day and counseled Blacks to raise their own standards of living through hard work, self-help, and mutual solidarity. Washington favored industrial and vocational education as the means of building prosperous communities and creating a capatilist employer class and "Black captains of industry," (Blair, 7).

DuBois differed with Washington on several issues. He favored intellectual training, not vocational training. Blair (7) saw DuBois as one who argued for full integration, with the right to vote being essential for the economic progress of Blacks. He fought for civil rights rather than accepting the pernicious implications of second-class status.

Black Americans, as other Americans, do not agree on how the masses should be educated.

More recently, Johnson (28) relates what Congresswoman Shirley Chisholm has to say about career education:

> Career education must look far into the future, a future that is closer to our children than it is to us. Career education must include a high priority on thinking as a full-time occupation. A man or woman, ten, twenty, or fifty years from now should be paid--as a few are today--to spend all his or her time thinking--thinking of ways to make society fully human for all of its members, indeed, thinking of ways to keep society human. Children must be educated to become full-time philosophers, planners, theologians, writers, and guardians of those aspects of our old fashioned moral codes that are timeless--the belief that each individual is equal in the eyes of his god and that each person has a right to live as fully as his capabilities will permit.

Many other Americans probably share the above philosophies and reflect either a positive or negative attitude toward vocational education. Different groups within the Black community may be able to identify present attitudes toward vocational education and explain why the majority of Black youth leave high school without a marketable skill.

Attitudes of the Labor Force

Recent studies by Whitmore (58) indicate unemployment among Black youth to be reaching potentially explosive levels. Federal job match programs are ineffective for these youth because they lack skills. Some agency or organization must recognize this situation and take appropriate action to avoid wasting this human resource.

One of the objectives of vocational education is to develop a marketable skill in students. Inherent in this approach is the development of an attitude which will aid the individual in his life-style.

Holland (24) theorizes that most laborers search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones. A person's behavior can be explained by the interaction of his personality pattern and his environment.

Attitude Development

Attitudes are defined by Alport (2) as a mental and neutral state of readiness, organized through experience, and exerting a directive or dynamic influence upon the individual's response to all objects and situations with which he is related. He theorizes four conditions for the formation of attitudes:

1. The integration of numerous specific responses within an organized structure.

2. The differentiation of more specific action patterns and conceptual systems from primordial, non-specific attitudes of approach and withdrawal.

3. Trauma, involving a compulsive organization of the mental field following a single intense emotional experience.

4. The adoption of attitudes by imitation of parents, teachers, or peers.

One view of attitudes held by Oskamp (36) is that they have three components:

1. A cognitive component, consisting of ideas and beliefs which the attitude holder has about the attitude object.

2. An effective (emotional) component. This refers to the feelings and emotions one has towards the object.

3. A behavioral component, consisting of one's action tendencies toward the object.

Attitudes constitute a readiness for response, in other words, a broad evaluative orientation towards an object.

To Horrocks (26) an attitude represents the subjective sum of one's fears, inclinations, prejudices, preconceived notions, ideas, and convictions. He further states that attitudes result from the impact of the environment, past and present, acting upon the personality of the individual. An individual's attitudes become representative of his personality, and as such are learned rather than inherited. For this reason, measures of attitudes may be assumed to be, in part, measures of certain behavioral components of personality as well as measures of achievement or learning.

Horrocks defined an attitude as an expression, by word or deed, of one's reaction to or feeling about a person, a thing or a situation. It may be thought of as a person's values. He closely associated attitudes with self-concept. From birth the human organism has the long developmental task of building an identity with which it can interpret and cope with not only its social and physical environment, but also with itself as a functioning physical organism. This is seen as a gradual process occuring over a long period of time, never really ending during the lifetime of the individual, although in its formative stages the first two decades are the most crucial and fraught.

In order for an individual to translate his attitudes into behavior, he must be aware of the relationship between his attitude and the appropriate behavior (Lemon, 32). One might conclude that an attitude is a blanket term covering any judgment or opinion that an individual renders acceptable to those present.

When Sherif and Sherif (43) discuss attitudes they are not talking about something that can be observed directly. They are speaking of a psychological concept designating something inside the individual. It is compared to pain, tension, or an idea. Attitudes are assumed to depend upon learning. They (attitudes) are not temporary states but are more or less enduring once they are formed. Sherif and Sherif believe attitudes always imply a relationship between the person and objects, and are formed or learned in relation to identifiable referents, whether these be persons, objects, values, social issues, or ideologies. Operationally, an attitude may be defined as an individual's set of categories for evaluating a stimulus domain, which he establishes as he learns about that domain in interactions with other persons, and which relates him to various subsets within the domain with varying degrees of positive or negative affect.

Triandis (53) defines an attitude as an idea charged with emotion, which predisposes a class of actions to a particular class of social situations. He contends that people have attitudes to: (a) help them understand the world around them, by organizing and simplifying a complex input from their environment; (b) protect their self-esteem by making it possible for them to avoid unpleasant truths about themselves; (c) help them adjust in a complex world, by making it more likely that they will react so as to maximize their rewards from the environment; and (d) allow them to express their fundamental values. Attitudes are seen as the causes for one's behavior. An attitude is believed to have cognitive, affective, and behavioral components, and

several kinds of functions. Behavior often changes attitudes, as people develop attitudes that justify their previous behavior.

Breer (9) makes the following observations concerning attitudes:

1. One reason why people in different parts of the world have such different conceptions of the true, desired, and desirable is that they have undergone different kinds of task experiences.
2. Ideas can be expressed in any one of three modes: cathectic, cognitive, or evaluative. Cathectic orientation represents a preference for one kind of behavior, activity, or relationship over others.
3. It is contended that 'task' experience serves as an important determinant of individual and/or group differences in what man comes to believe, prefer, and value.
4. It is further contended that the principles of reinforcement and generalization which are ordinarily invoked to explain the shaping of behavior can be extended to account for the formation of beliefs, values, and preferences.

It is possible to understand how attitudes may affect one's behavior style by careful examination of the preceding discussions concerning attitudes. It is certainly possible to see how attitudes may affect one's behavior toward vocational education.

The great American "melting pot" society has not lived up to its promise for Blacks, who have shed many tears and much blood, suffered much mental anguish, and endured cruel and inhuman treatment and harassment.

If Alport is correct in professing the major source of attitudes to be the "adoption process," this may explain why Blacks are slow to internalize those things about vocational education which would facilitate a positive adoption. Most Blacks have been exposed to individuals who have distasteful experiences in jobs they associate with vocational education, and they have thus developed an unfavorable

attitude toward vocational education. Blacks have traditionally been relegated to menial, unskilled employment, and they may associate vocational education with working with one's "hands" as opposed to working with one's "head."

Factors Affecting Attitudes Toward Vocational Education

The concept of work regulated the definition of human personality and its relation to society from the beginning of the American revolution until the end of the nineteenth century. An individual was seen by Gilbert (18) as a conglomeration of faculties and potentialities that required exercise and practice for fulfillment.

The American essayist and poet Ralph Waldo Emerson wrote:

> A man is relieved and gay when he has put his heart into his work and done his best; but what he has said or done otherwise, shall give him no peace. Society everywhere is in conspiracy against the manhood of every one of its members. Do your thing and I shall know you. Do your work and you shall reinforce yourself.

Henry David Thoreau, impelled by the promise that a man was what he made of himself, took his dictum literally and retired to his Walden Pond where he wrote: "All men want, not something to do with, but something to do, or rather something to be."

Louisa May Alcott, author of Little Women, one of the most important nineteenth century American novelists, had a message

> Work is wholesome, and there is plenty for everyone, it keeps us from ennui and mischief, is good for health and spirits, and gives us a sense of power and independence better than money or fashion.

These great writers, and scores of others, accepted the work ethic as the American ideal and human labor as the source of personality and citizenship.

Then along came the progress of the industrial civilization to challenge the ethic of work and give rise to a number of fears about the direction of social evolution. New statistical descriptions of behavior suggested a different interpretation of attitude formation.

According to Gilbert (18), the degradation of work in all of its facets was a popular and important subject of social commentary at the turn of the century. In addition, the questions of industrial accidents, unemployment, low wages, specialization, weariness and dissatisfaction, and the division of work tasks became serious problems for sociologists and economists. Industrial alienation or the divorce of mankind from satisfying labor has become one of the major issues in social thinking. As working conditions altered rapidly and extensively, verbal distinctions developed in the usage of words such as "calling," "profession," "vocation," and "career."

The foregoing discussions are included to illustrate how attitudes toward work were developed and modified as society changed with technology. One must consider attitudes toward work in order to understand how attitudes are developed toward vocational education. It is also imperative to become familiar with the integrated pattern of human behavior and social pressures acting upon the individual or group under observation.

The lack of data concerning the attitudes of Black males toward work was surprising to Ferman (15). He failed to find one discussion, in some thirty-two articles in a recently published reader, that dealt empirically with this issue.

Dizard's (13) basic thesis as it pertains directly to work is that:

1. Blacks and Anglos do not share the same basic evaluations of the occupational system.
2. Many Black males deny the legitimacy of the criteria of the controlling society; since Black people have been excluded from the main stream of American life for such a long time, they have repudiated the mainstream and created 'streams' of their own.
3. These alienated males will resist and withdraw support from programs based on the values of the larger society.

Super (47) made several observations concerning how an individual's attitudes toward occupational adjustment, choice, and preparation are shaped. He noted that an individual selects an occupation which gives him the greatest scope for self expression, thus making a concrete effort to implement the self-concept he has erected over the years. He further stated that many parents of foreign born background fail to recognize that today high school graduates are a dime a dozen, and still think of their children's high school education as the pass-key to prosperity. Today, this philosophy could extend to the college degree; it could certainly affect one's attitude toward vocational education.

Careers begin before employment, and they are shaped by parental background determination of exposure to occupations and educational opportunities, by aptitudes and interests, and by educational attainments (Super, 49).

Despite recent federal legislation, Blacks are still depressed by discrimination, rather than stimulated to overcome their social handicaps. Blacks have had a history of having to over-qualify for positions at all occupational levels. It is not un-common to find Blacks with graduate degrees waiting tables or working at car washes. Blacks may hold the philosophy that due to their skin pigmentation, it is useless to prepare for a job requiring a college degree.

The above inferences are addressed by Horrocks (26) in the following remarks concerning vocational choice factors:

(a) In general, the factors which determine attitudes toward vocational choice are environmentally engendered. A vocational selection or interest represents the environment's impact on an adolescent's personality organization and the particular structure of his interests, needs, desires, and drives.
(b) Closely related to parental influence is social prestige, which usually plays an important part in vocational selection. Economic pressures and the desires and expectations of friends and relatives impel an adolescent to select occupations which usually endow their practitioners with social status. It is unlikely a son of a professional will aspire to be less.
(c) It is natural for parents to overestimate general ability or to under-estimate the existance of a special aptitude and discourage its development. A parent may imagine an aptitude that is absent. Too often a parent is more interested in himself than the child when vocational advice is given.

Vocational planning is a major problem of late adolescence. A child sheltered by society and parents gives little thought to his occupational future, or thinks in unrealistic terms of play interests. Adolescents must be realistic in their vocational choices if future

failure and dissatisfaction are to be avoided. Lack of realism results in vocational choices in over-crowded fields.

Triandis (53) is convinced that we learn our attitudes toward vocational education, or any other object or concept, either from direct experiences or from other people. Direct experience is seen as most relevant to the development of the cognitive and the affective components; other people are most relevant to the behavioral component. The three components interact and there is a tendency for them to become as consistent as possible. Childrens' attitudes are closely related to those of the parent. Wide ranges of attitude exposure cause the child to be liberal in his choices.

Studies by Remmers and Radler (39) motivated them to make the following observations concerning teenage attitudes toward vocational choices:

> Six months after leaving high school one-third of the new graduates plan to be employed, although in actuality a larger percentage will be on the job before this time is up. A national survey of a stratified random sample of boys and girls reports that over fifty per cent do not seem to have given much thought to their future. Few ask 'what fields are overcrowded,' or what kinds of special training do different jobs require? Youth tend not to be concerned about their vocational future. Only if their peers think about careers--will they.

The Industrial Revolution had an effect on the attitudes of man toward work (Venn, 55). During that period, man no longer needed great physical strength and stamina to perform his job, but soon found he needed to acquire the why as well as the how. For an increasing number of people, the pursuit of a vocation involved more than observation, imitation, and initiative; it meant first, some particular

vocational training, and eventually some formal vocational education. Child labor laws and ever increasing safety and liability legislation have all but doomed the father-son pick-up method of vocational preparation. In a factory and office system, geared to change and marked by specialization, the son is not necessarily going to follow father or mother into the same occupation.

It is very unlikely that children will even have a vague idea of what the parent does while at work. Parents with less rewarding occupations are less likely to discuss their job activities with their children. Working class parents may also bring the anxieties of their jobs home.

Several key factors may have influenced the importance placed on a college degree by Blacks. The desire for a college education may spring from (1) Blacks' acceptance into positions once considered closed; (2) self-worth and self-recognition concepts; and (3) governmental grants and educational remedial programs directed at minorities and disadvantaged individuals. Black parents and Black educators may hold the same beliefs as most of the population in the United States concerning the college degree. They may believe that in order to be successful in the world today, one must go to college.

The image of vocational education may have to be improved if it is to attract those who could profit most by participating in it. Vocational education does not reach enough students at the secondary school level, according to Wolfgein (59). Vocational education may

have been justifiably criticized for being inflexible and insensitive to the demands of today's technological world. Vocational education should be fundamental in the training of the manually oriented individual, but has failed to reach anywhere near the requisite number of youth.

Measuring Attitudes Toward Vocational Education

In any discussion of attitude measurement it is important to consider the sampling of three aspects: (a) attitude objects; (b) response continua; and (c) people. Attitudes may be studied toward a vast array of objects, various types of people, political issues, religious concepts, educational philosophies, the self, etc. The people studied may be asked questions in a variety of ways. The responses given are in large part determined by the form of the questions asked. Also, different kinds of people may be studied.

The review of literature did not reveal a standardized test for the measurement of Black attitudes toward vocational education. However, there are ways in which attitudes in general can be measured. Blum and Naylor (8) consider attitude scales to be one of the best methods of formally measuring attitudes. Attitude scales are designed to measure attitudes in a quantitative manner. Secord and Hackman (42) report one of the major methods of constructing an attitude scale is the technique utilized by Likert in developing the Likert scale.

Yearling (60) constructed an instrument using the Likert technique to measure the attitudes of Blacks toward vocational education. The development of this instrument is discussed in a later chapter.

Studies Relating to Attitudes Toward Vocational Education

It is apparent that little is known about the attitudes of socio-economically disadvantaged youth, and even less about how their attitudes relate to educational program choice (Black, 6). If such information was available, it should be possible to improve vocational programs and services for that population. Services such as public relations programs, recruiting programs, and the development of a more appealing curriculum would provide a stronger basis for improvement.

With the above issues in mind, Black designed and implemented a study to explore the attitudes of inner-city ninth grade male students, and the relationship of these attitudes to intended choice of educational program in the tenth grade. The study included both Black and Anglo males. He found: (a) There is no significant difference in attitudes between Black and Anglo students; (b) There is no significant difference in the attitudes of the students toward the three programs--general, college preparation, and job preparation; (c) Job preparation was seen as easier than college preparation and more rewarding than general; and (d) The public image of vocational education appears to be positive.

Black concluded that students who perceive the job program as useful, enjoyable, and prestigious, and whose parents and peers approve, are more likely to take the program. External approval, as a predictor, indicates that the student choices are not based entirely on their own opinions, but are influenced by external forces. This implies that any programs designed to increase the involvement of students with vocational education should be aimed not only at influencing the attitudes of the students, but those of the parents as well.

Rothenberg (41) executed a study of attitudes toward vocational education in 1972 at Colorado State University. The purpose of his study was:

1. To determine if relationships exist between attitudes toward vocational education and interest or participation in vocational education programs, and
2. To determine attitudes relative to the present vocational education which would be helpful in future curriculum planning for vocational education.

The populations studied were parents, students, teachers, and business managers within the St. Vrain Valley School District headquartered in Longmont, Colorado.

Rothenberg concluded the following:

> There is a significant relationship between certain occupations and income levels of the heads of households and the head's of households attitude towards vocational education; There is no significant relationship between parents' attitudes toward vocational education and their children's attitude toward vocational education; Students who are enrolled in vocational education programs and vocational education teachers have significantly more favorable attitudes toward vocational education than those who are not enrolled in or do not teach vocational education.

An investigation of attitudes of slum dwellers and suburbanites toward blue-collar occupations and vocational education was conducted by Gilliland (19) at the University of Missouri in 1967. Specific objectives of the study were:

1. To ascertain and compare the existing attitudes of educators, parents, and students in slum, suburban, and cross-sectional areas toward blue-collar occupations and vocational education;
2. To ascertain whether or not there were significant differences between attitudes of groups with union and non-union backgrounds; and
3. To see if there was any relationship between the general intelligence levels of students and their attitudes toward blue-collar occupations and vocational education.

Gilliland found: (a) educators had the most favorable, parents a slightly less favorable, and students the least favorable attitude; (b) the lower socio-economic group had the most favorable attitude; (c) attitudes of academic teachers and administrators were slightly less favorable; (d) attitudes of the student cross-section group were the most favorable; and (e) those of higher intelligence levels showed the most favorable attitude.

A study of the attitudes of Black parents toward vocational and non-vocational education by Sims (44) at the University of Michigan in 1972 sought answers to three specific questions:

1. Do Black mothers have more positive attitudes toward vocational education than Black fathers;
2. Do Black parents in general view non-vocational education more favorably than vocational education; and
3. Do vocational parents have more favorable attitudes toward vocational education than parents whose children are enrolled in non-vocational programs?

The sample was of parents who had children in the eleventh and twelfth grades.

Sims' study revealed: (1) attitudes of mothers and fathers do not differ; (2) three-fourths felt a four-year college would best prepare their children; (3) ninety-seven per cent did not want their children to follow their occupations; (4) most wanted their children to enter a profession; (5) seventy per cent had a favorable attitude toward vocational education; (6) eighty per cent favored non-vocational education; (7) ninety-six per cent wanted their children to go to college; and (8) many parents do not relate going to college to specific training for a particular vocation.

The purpose of the Farning (14) study was to determine why so few Black male high school graduates in the St. Paul-Minneapolis area attend area vocational schools. Forming twenty-seven major and twenty-seven minor hypotheses (Likert Scale), Farning's study was designed to test for differences between groups of students on their perceptions of:

1. Labor unions;
2. Area Vocational Schools;
3. Blue-collar work;
4. Middle-class values;
5. Parents' perception of education;
6. Friends' perceptions of education;
7. The concept 'education is good';
8. The concept 'counselors are good';
9. The concept 'teachers are good'; and
10. Their knowledge about Area Vocational Schools.

He detected that Blacks who scored higher on perception of area schools attended them the next year. Black students who expected to attend an area vocational-technical school the next year scored significantly higher than students who expected to have a full-time job the next year, on the scale measuring knowledge of area vocational schools. The Anglo students scored higher than the Black students on the scales measuring their (a) perception of blue-collar work, and (b) perception of area vocational schools.

The primary concern of the King (30) study was to assess the attitudes and perceptions of Black high school students toward vocational education. The population for this study, done at Michigan State University in 1973, was eleventh and twelfth grade Black students attending four of Michigan's public high schools located in the cities of Flint, Lansing, and Muskegon.

Specific findings of the King study revealed:

1. Vocational and non-vocational students indicated that the Black community thinks vocational education is a valuable and worthwhile educational program;
2. Non-vocational students felt that white-collar jobs are better than blue-collar jobs;
3. Vocational and non-vocational students did not think the working conditions to be bad for vocational jobs;
4. Vocational students felt the merits of vocational education should be made known to more Black students; and
5. Non-vocational education students felt that vocational training was a device used by Anglos to keep Blacks out of the higher status jobs.

The purpose of the McCullough (34) study, done at the University of California at Los Angeles was to identify the attitudes of Black, inner-city high school students toward secondary-level vocational training programs as a means of achieving desired educational and occupational goals, in relationship to their sex, birthplace, and grade level. The population for this study was comprised of tenth, eleventh, and twelfth grade Black students attending ninety per cent and above Black-populated public high schools within Los Angeles County, California.

The findings disclosed a large number of students' occupational aspirations were grossly out-of-phase with the type of high school education being offered them.

In 1974, Yearling (60) made an assessment of Black attitudes toward vocational education. Yearling's study was limited to Black students, Black parents, Black educators, and Black businesspersons in the Manual High School community in Denver, Colorado. The major purpose of the Yearling study was to obtain an assessment of attitudes of selected groups of Blacks toward vocational education.

The most recent study concerning Black attitudes was done at Pennsylvania State University in 1976, by Brown (10). The purpose of the Brown study was to determine the attitudes of Black and non-Black ninth and twelfth grade vocational and non-vocational students toward vocational and non-vocational education. Samples were drawn from the total ninth and twelfth grade student population of the Baltimore, Maryland City Public Schools. Curriculum and grade were dominant factors in determining student attitudes toward vocational education. Race had little effect.

A number of studies have been made in regard to other races' attitudes toward vocational education.

A study conducted by Wenrich and Crowley (57) in an industrialized Michigan city attempted to determine the image of vocational education held by heads of households, employers, school teachers and school administrators.

A study to determine the image of vocational education perceived by unions, teachers, and employers was conducted by Kaufman and others (29) in communities in Pennyslvania and New Jersey.

Comprehensive high school education was considered to be superior to vocational high school education according to a study by Purnell and Lesser (38). The 1969 study of perceptions of students of vocational and comprehensive schools showed that vocational schools were seen as a dumping ground for lazy students and slow learners.

Summary

The review of current literature indicated that Blacks may have a deeply rooted attitude toward vocational education. The review of literature revealed several studies done of the attitudes of Blacks toward vocational education.

Various factors affecting attitudes toward vocational education are indicated by several related attitudinal research projects. Lack of communication about work between heads of households and children often leads to children forming inaccurate perceptions of the work-a-day world.

Vocational education must strive to serve more students and to improve its image in order to attract those students who can profit from it.

Effectiveness of vocational education programs offered by public school systems is affected by attitudes of the community. A study relating to the attitudes and perceptions of Blacks toward vocational education should prove valuable for making decisions concerning curriculum and vocational education programs. One of the most reliable methods of measuring attitudes is through the use of attitude scales.

Hypotheses

Based on the objectives of this study, the following null hypotheses were developed for testing:

Ho_1: There is no significant difference in attitudes and perceptions between Black students and Black parents toward vocational education.

Ho_2: There is no significant difference in attitudes and perceptions between Black students and Black businesspersons toward vocational education.

Ho_3: There is no significant difference in attitudes and perceptions between Black students and Black teachers toward vocational education.

Ho_4: There is no significant difference in attitudes and perceptions between Black parents and Black businesspersons toward vocational education.

Ho_5: There is no significant difference in attitudes and perceptions between Black parents and Black teachers toward vocational education.

Ho_6: There is no significant difference in attitudes and perceptions between Black businesspersons and Black teachers toward vocational education.

CHAPTER III

PROCEDURE

Introduction

This study developed out of informal discussions with the investigator's major advisor, vocational education students, and other faculty members at Colorado State University.

The investigator has been associated with teaching vocational and industrial education for over a decade and has had a burning desire to determine why so few Black students participate in vocational education programs at the secondary school level.

This research project originated from synthesizing expressed concerns of different groups and the felt need by the investigator.

It was concluded that an investigation of ideas, attitudes, and perceptions of different groups within the Black community should be valuable in determining factors underlying career choices of the high school population. In other words, it would be helpful to know how Blacks from all walks of life feel about this phase of education. It would be a first step in determining factors which influence educational choices.

The review of literature revealed that there had been a paucity of previous research in identifying the attitudes and perceptions of Blacks toward vocational education. In the research located concerning

attitudes of Blacks toward vocational education it was concluded that no recent study had been made of a total Black community. Thus, the need for additional research relative to the problem of attitude and perception of Blacks toward vocational education was confirmed and this project initiated.

One of the problems anticipated by the investigator was the population's interpretation of the term "vocational education." As used in this study, the term "vocational education" is interpreted as,

> . . . organized educational programs which are directly related to the preparation of individuals for paid employment, or for additional preparation for a career requiring other than a baccalaureate degree.

The investigator assumed the responsibility to deliver a clear, concise, definition of vocational education prior to administering the instrument. Most of the areas which combine to make a total program of vocational education were included.

Study Population

The population for this study included all Black students attending the six public high schools in Unified School District Number 259, Wichita, Kansas.

A random sample of thirty Black students attending Wichita Public Schools; thirty parents, guardians, or heads of household for the above students; thirty Black high school teachers at Wichita Public Schools; and thirty Black owners or managers of businesses in Wichita, Kansas, was used for this study.

A Data Base Printout of all Black high school students enrolled as of November 15, 1977, was obtained from the Director of Research, Unified School District Number 259, Wichita, Kansas. This list contained approximately nineteen hundred names. A table of random numbers was used to select the sample from this list. The same procedure was used to select the alternates.

Thirty of the thirty-four Black high school teachers were included in the study. Not knowing the exact number of Black teachers at the secondary level, the investigator decided that if a sufficient number of teachers (thirty) was not obtained at the high school level, enough junior high teachers would be included to get a total of thirty. This was not necessary.

A list of Black owned or managed businesses was obtained from the Urban League of Wichita. The United Contractors of Wichita (a Black contractors' association) also furnished the investigator a list of their members. Approximately one hundred Black owned or managed businesses appeared on these lists from which the random sample of thirty was drawn.

The Data Gathering Instrument

The survey of literature revealed an instrument which had been used to measure the attitudes of Blacks toward vocational education. The instrument was used by Yearling (60) in assessing the attitudes of Blacks toward vocational education in the Manual High School community in Denver, Colorado. The instrument follows the technique

for developing attitude questionnaires suggested by Secord and Hackman (42) in a previous chapter. After conferring with the investigator's major adviser and Yearling (60), it was decided to utilize this instrument.

In constructing the data collecting instrument used in this study, Yearling conferred at length with Sjogren, Professor of Educational Research, at Colorado State University. Sjogren suggested that similarity of questions may be used in an attitudinal instrument. Statements of individuals for development of the Yearling attitude assessment instrument were those which had the highest positive and lowest negative scores. For this reason some of the statements may be very similar.

Development of the Attitude-Scale Instrument

The attitude-scale questionnaire was constructed by obtaining fifty-three statements from various members of the Black community. These individuals were asked to make statements relative to their beliefs about vocational education. The questionnaire contained eight categories and a provision for additional statements and comments. An additional thirty statements, mostly negative, were added to make a total of eighty-three positive and negative statements relative to vocational education for Blacks. These eighty-three positive and negative statements were placed on three by five index cards and numbered one through eighty-three. A panel of fifteen judges, on an individual basis, ranked all eighty-three statements

using one as lowest and eleven as highest. The statements ranged from a low score of 1.80 to a high score of 9.53. The eleven statements which had the lowest ranking, and the eleven statements which had the highest rankings were kept.

The measuring instrument contains a total of twenty-two statements. An equal number of negative and positive statements are inter-mixed throughout the five categories.

Validity and Reliability

Validity for the instrument used in this study was based on its prior performance. It has been validated by three previous uses. This instrument was employed in a pilot study of attitudes toward vocational education of fifteen high school psychology students in one sample, and fifteen vocational education high school students in a separate sample group. The psychology students scored a mean of 83.77 compared to a mean of 95.85 for the vocational education students. The results of the scores for the two sample groups were as expected.

Reliability was obtained by administering the instrument to a group of fifteen high school students. Two weeks later the instrument was administered to the same fifteen students. A correlation of .94 between the two sets of scores was significant at the .05 level.

Collection of Data

Permission to conduct the school portion of the research was obtained from the Research Council through the Office of Research, Unified School District Number 259, Wichita, Kansas. The investigator

first contacted a Black School Board member and explained in detail the intent of the research. Whole-hearted approval was given. The Director of Vocational and Continuing Education concurred his approval and need for the study. The Director of Research and the Superintendent of Schools, both members of the Research Council, were contacted to solicit their approval. Approval was granted. A letter from the investigator's major advisor documented the authenticity of the research and a personal telephone call to the Director of Research expedited the approval.

Permission to administer the instrument to students at the six high schools was obtained from the principal of each high school. Each building principal assigned the head counselor the duties of assisting in any role deemed necessary by the investigator.

Although the procedure varied slightly at each high school due to size, dates, time, and uniqueness of situation, the method of procedure was as follows: (1) Met with the principal to inform of intent and objectives; (2) Met with the head counselor to inform of intent, objective, and to discuss procedures, personnel, and arrangements for facilities to administer the instrument; (3) Contacted the head counselor to inform of date and time of administration; (4) Met with the head counselor on date of administration to inform of randomly selected participants and to inspect administration area; (5) Guidance secretary checked attendance files to confirm presence of participants, filled out call slips for participants, and gave call slips to student proctor for delivery to classrooms.

Most student participants arrived at the site within a few minutes of each other. The investigator informally visited with the students about current and up-coming events while waiting for the last participant to arrive. Once all participants were present, the investigator was formally introduced by the counselor. The investigator then gave a brief description of his background and explained the purpose of the study, why and how they were selected, and answered any questions pertaining to the study. He then asked for volunteers. The group contained approximately thirty per cent alternates in case some declined to participate. The investigator was surprised to find no refusals--they all wanted to participate. All were allowed to participate to insure matched parents-students in case some parents refused or were uncontactable. Originals were noted in order to parent-match. The investigator then administered the instrument item-by-item.

Each participant was given a three by five card and instructed to fill in the information called for (included in Appendix D). They were also instructed to inform the parents of their participation and of contact by the investigator. The investigator felt this was necessary due to some of the students residing in high crime areas where they may be reluctant to open their doors to strangers. Instruments and cards were collected and the investigator expressed his appreciation for their participation and dismissed them to their classes. The student sessions averaged approximately twenty-five minutes.

Each data gathering instrument was assigned a number which in turn was assigned to each participant. These numbers were coded to further identify the various groups of participants. Each student and his parents received numbers which facilitated matching. A master list was kept so that progress could be monitored.

Each Black high school teacher was hand-delivered an instrument by the head counselor and asked that it be returned to him within a specified period of time. A personal interview followed-up all instruments not returned within the specified time.

The investigator conducted personal interviews with each Black businessperson selected to participate, at their place of business or home. The business community was very cooperative and expressed interest in the study.

Utilizing the cards completed by the students, the investigator conducted a personal interview with each parent whose student was a primary participant in the study. Due to weather conditions (ten inches of snow, 30-40 mile per hour winds, and low temperatures) some parents were interviewed by telephone. It was interesting to note that the only parents who refused were a few fathers who referred the interview to the mother--indicating that she "took care of that type of thing." Most parents indicated a genuine interest in the study and seemed to appreciate someone associated with their childrens' education showing enough interest to contact them. Many expressed a desire to receive the findings.

Data Analysis

Assistance in the determination and application of the statistical treatment of the data was given to the investigator by personnel at the Statistical Laboratory at Colorado State University and Colorado State University Vocational Education faculty. A data control program utilizing the SPSS (Statistical Package for the Social Sciences) version 6.50 computer program was developed for the tabulation of raw data, reduction of the data into manageable form, and subsequent statistical analysis. The data from each questionnaire were coded onto Fortran coding forms and then keypunched on data processing cards and verified. The necessary program control cards were then keypunched and verified. All data analyses were accomplished through the use of the Colorado State University Control Data Corporation 6400 computer.

The instrument used in the study consisted of twenty-two items. These items were grouped into five categories (see Table 4) and the responses of students, parents, teachers, and businesspersons were compared. Those variables judged to be similar, and grouped into categories by Yearling (60), were grouped in the same manner in this study.

Each response indicating agreement or strong agreement with a positive statement was interpreted as a favorable response toward vocational education or that particular statement. Each response indicating a disagreement or strong disagreement with a negative statement was interpreted as a favorable response toward vocational education or that particular statement.

To obtain a familiarization with the data, a frequency distribution of the data was constructed. Information produced by the computer printout includes a table listing absolute frequencies, relative frequencies, adjusted frequencies, and cumulative frequencies. A histogram for each questionnaire item provided a visual description and was accompanied by descriptive statistical measures of central tendencies and number of valid responses.

The second statistical treatment consisted of conducting a t test analysis of each item, between: (a) students and parents; (b) students and businesspersons; (c) students and teachers; (d) parents and businesspersons; (e) parents and teachers; and (f) businesspersons and teachers. The computer printout provided the number of cases, means, standard deviations, and standard errors for each group. A t value for both pooled and separate variance estimates and two-tail probability was also provided for each questionnaire item.

The third analysis consisted of computing a score for each of the five categories of the study for each group and subjecting the mean to a t test analysis between each group. The printout provided the same statistical information as above.

The final analysis consisted of computing a score for all twenty-two variables for each group and subjecting the mean to a t test analysis between each group.

Summary

The procedures used in this study to define the population, develop the questionnaire, and gather the data were discussed throughout the chapter.

A detailed description of the statistical techniques was presented. In addition to frequency counts, and adjusted percentages, the following t test analyses of variance comparisons were made: (1) students versus parents; (2) students versus businesspersons; (3) students versus teachers; (4) parents versus businesspersons; (5) parents versus teachers; and (6) businesspersons versus teachers. The above comparisons were made on: (1) individual questionnaire items; (2) the five questionnaire categories; and (3) an overall category. Chapter IV will discuss the analysis of data.

CHAPTER IV

ANALYSIS OF DATA

Introduction

Previous chapters were concerned with identification of the problem, review of related literature, and data collection procedures. The purpose of this chapter is to present statistical analyses and interpretation of data collected.

To facilitate reporting of data in a sequential order, the chapter is organized into three sections. Section one contains a description of the participants, section two contains frequency distributions and percentage responses for each individual questionnaire item, and section three is devoted to the testing of the hypotheses. Categorized questionnaire items and individual questionnaire items found to be significant are discussed along with the hypothesis to which they are most related.

Because of their extensive use throughout this chapter, the terms student, parent, teacher, businessperson, and attitude are condensed and redefined here for the reader's edification. For purposes of this study, student is defined as any Black individual currently enrolled in a high school. A parent is defined as a father, mother, or legal guardian of any student participating in the study. A teacher is defined as any Black instructor or Black counselor employed on a contractual basis and assigned to the secondary school.

Any Black individual who is considered an employer or manager in the business or industrial community is defined as a businessperson. An attitude is defined as an expression of one's beliefs.

Description of Participants

Procedures used to identify the population were carefully explained in Chapter III and will not be reiterated in this chapter. Questionnaires were personally administered to the students at their respective schools by the investigator. Table 1 is a summary of student participants by school and school enrollment.

TABLE 1. SUMMARY OF STUDENT PARTICIPANTS BY SCHOOL AND SCHOOL ENROLLMENT.

School Name	Number Of Participants	Total Black Enrollment
North	5	332
South	5	318
East	6	370
West	4	229
Southeast	5	304
Heights	5	357
	30	1900

Thirty of the nineteen hundred Black high school students participated in the study. Six of the thirty student participants were from East High School, which had the highest Black enrollment. Four students participated in the study from West High School which had the smallest Black enrollment of the six high schools. No attempt was made to select students by grade level, sex, or program of study.

Twenty-five of the thirty parents interviewed were females. Approximately 70 per cent were employed outside the home.

Sixteen of the thirty teachers participating in the study were males. Due to the relatively small number (33) of Black high school teachers employed by the school district, no attempt was made to identify academic responsibilities or assignments. Included in Table 2 is a summary of teacher participants by school.

TABLE 2. SUMMARY OF TEACHER PARTICIPANTS BY SCHOOL.

School Name	Number of Participants
East	7
Heights	7
North	6
South	5
Southeast	1
West	4
TOTAL	30

The three most heavily Black populated high schools, East, Heights, and North, also had the highest number of Black teachers participating in the study.

Black males who owned or operated their own businesses made up the majority of the businessperson group. Twenty-four of the thirty businesspersons were males. Approximately 80 per cent of the businesspersons were owners and the remainder were managers.

Frequency Distributions

A frequency distribution for each questionnaire item was the first statistical treatment undertaken. This process was completed to organize the data into a manageable form, to obtain a feel for the data, and to identify characteristics and trends. The initial frequency distribution was prepared for the total population. Categorical distributions of adjusted percentages were then constructed for each hypothesis. Detailed discussions of the frequency distributions for each group are presented in the analysis of hypotheses.

Data are presented in Appendices A and B and Table 3 to convey the characteristics and trends of responses of the students, parents, teachers, and businesspersons to the questionnaire items. The data from these were used in analyzing each hypothesis.

The combined frequencies of students', parents', teachers' and businesspersons' responses to each of the twenty-two questionnaire items is presented in Appendix C.

Presented in Appendix B are the frequency responses of the individual groups of students, parents, teachers, and businesspersons to each of the twenty-two questionnaire items. Table 3 contains data for the adjusted percentages of responses of students, parents, teachers, and businesspersons to each of the twenty-two questionnaire items.

Testing of Hypotheses

The final statistical treatment was a series of t test analyses. Each questionnaire item was subjected to six t test analyses to determine if there were significant differences in responses to each item between the following groups:

TABLE 3. PERCENTAGE RESPONSES OF STUDENTS, PARENTS, TEACHERS, AND BUSINESSPERSONS TO ATTITUDE QUESTIONNAIRE.

Item No.	Students					Parents					Teachers					Businesspersons				
	SD	D	U	A	SA	SD	D	U	A	SA	SD	D	U	A	SA	SD	D	U	A	SA
1	0.0	0.0	3.3	83.3	13.3	0.0	0.0	0.0	90.0	10.0	10.0	20.0	20.0	43.3	6.7	3.3	3.3	3.3	46.7	43.3
2	0.0	3.3	10.0	46.7	4.0	0.0	3.3	10.0	80.0	6.7	6.7	13.3	6.7	63.3	10.0	3.3	3.3	3.3	36.7	53.3
3	16.7	70.0	10.0	0.0	3.3	10.0	60.0	13.3	16.7	0.0	13.3	60.0	23.3	0.0	3.3	33.3	53.3	10.0	0.0	3.3
4	13.3	43.3	33.3	6.7	3.3	20.0	56.7	10.0	13.3	0.0	13.3	66.7	6.7	10.0	3.3	36.7	43.3	3.3	6.7	10.0
5	3.3	6.7	16.7	56.7	16.7	0.0	20.0	16.7	60.0	3.3	10.0	43.3	20.0	23.3	3.3	6.7	10.0	3.3	43.3	36.7
6	30.0	40.0	16.7	10.0	3.3	30.0	43.3	6.7	13.3	6.7	20.0	53.3	10.0	10.0	6.7	46.7	40.0	6.7	6.7	0.0
7	0.0	30.0	33.3	26.7	10.0	0.0	10.0	43.3	43.3	3.3	0.0	13.3	13.3	43.3	30.0	0.0	13.3	10.0	43.3	33.3
8	16.7	53.3	16.7	6.7	6.7	16.7	50.0	20.0	13.3	0.0	3.3	33.3	20.0	40.0	3.3	33.3	16.7	16.7	30.0	3.3
9	30.0	60.0	6.7	3.3	0.0	23.3	66.7	0.0	6.7	3.3	30.0	50.0	10.0	10.0	0.0	53.3	40.0	6.7	0.0	0.0
10	40.0	56.7	0.0	0.0	3.3	33.3	63.3	0.0	3.3	0.0	50.0	46.7	3.3	0.0	0.0	69.0	20.7	6.9	3.4	0.0
111	30.0	53.3	10.0	6.7	0.0	13.3	60.0	16.7	10.0	0.0	20.7	51.7	17.2	6.9	3.4	50.0	30.0	6.7	10.0	3.3
12	6.7	40.0	16.7	33.3	3.3	0.0	50.0	46.4	3.6	0.0	46.7	46.7	6.7	0.0	0.0	43.3	33.3	6.7	13.3	3.3
13	6.7	0.0	30.0	60.0	3.3	0.0	23.3	3.3	66.7	6.7	3.3	13.3	30.0	40.0	13.3	3.4	17.2	3.4	37.9	37.9
14	16.7	60.0	20.0	3.3	0.0	16.7	73.3	6.7	3.3	0.0	36.7	50.0	10.0	3.3	0.0	50.0	33.3	0.0	13.3	3.3
15	0.0	3.3	16.7	60.0	20.0	0.0	0.0	10.0	83.3	6.7	0.0	6.7	23.3	63.3	6.7	3.3	13.3	3.3	46.7	33.3
16	0.0	16.7	16.7	50.0	16.7	0.0	6.7	33.3	46.7	13.3	3.3	20.0	20.0	53.3	3.3	6.7	6.7	6.7	50.0	30.0
17	3.3	6.7	36.7	40.0	13.3	0.0	33.3	13.3	50.0	3.3	3.3	16.7	6.7	60.0	13.3	10.3	17.2	10.3	31.0	31.0
18	0.0	3.4	13.8	75.9	6.9	0.0	3.4	24.1	69.0	3.4	3.3	10.0	23.3	60.0	3.3	3.3	3.3	10.0	53.3	30.0
19	30.0	36.7	10.0	16.7	6.7	33.3	63.3	0.0	3.3	0.0	53.3	43.3	3.3	0.0	0.0	60.0	23.3	3.3	6.7	6.7
20	6.7	23.3	43.3	23.3	3.3	13.3	66.7	10.0	10.0	0.0	20.0	53.3	20.0	3.3	3.3	46.7	40.0	6.7	3.3	3.3
21	0.0	3.3	26.7	56.7	13.3	3.3	6.7	3.3	70.0	16.7	3.3	0.0	13.3	60.0	23.3	3.3	6.7	16.7	40.0	33.3
22	6.7	6.7	13.3	40.0	33.3	0.0	6.7	3.3	70.0	20.0	0.0	0.0	16.7	40.0	43.3	0.0	6.7	3.3	36.7	53.3

1. Students and parents
2. Students and businesspersons
3. Students and teachers
4. Parents and businesspersons
5. Parents and teachers
6. Businesspersons and teachers

For purposes of hypotheses testing, questionnaire items were grouped into five categories. The five categories are identical to the categories used in the Yearling (60) study referred to in the Review of Literature presented in Chapter II. The categories are also presented in Table 4.

Scores for each questionnaire category were computed for each group of participants. The scores were then subjected to six separate t test analyses to determine if significant differences existed between the four study groups.

Scores for all twenty-two questionnaire items were computed into an overall category for each of the four groups. These scores were also subjected to six separate t test analyses to determine if significant differences in attitudes and perceptions existed between the four study groups.

Students and Parents:

Hypothesis 1. "There is no significant difference in attitudes and perceptions between Black students and Black parents toward vocational education.

The 95 per cent confidence intervals for the mean scores of students and parents are illustrated in Figure 1. When the mean

TABLE 4. CATEGORIES FOR GROUPING QUESTIONNAIRE ITEMS.

CATEGORY A. EMPLOYMENT PREPARATION

Number	Item
1	Vocational education is geared toward preparing Blacks for future jobs.
2	Vocational education helps individuals to become proficient at the occupation of their choice.
5	Vocational education leads to jobs with many promotional possibilities for Blacks.
* 6	Vocational education does not help Blacks in finding employment.
* 11	Vocational education leads to dead end jobs for Blacks.
16	Vocational education offers Blacks a wide variety of job opportunities.

CATEGORY B. PRESTIGE OF VOCATIONAL EDUCATION

Number	Item
7	It requires tremendous skill and knowledge to teach vocational education.
* 12	It does not require much knowledge and skill to teach vocational education to Blacks.
17	Vocational education is as important as a college education.
18	Vocational education helps Blacks to pursue a job which will lend itself to self-satisfaction.

CATEGORY C. IMPORTANCE OF VOCATIONAL EDUCATION

Number	Item
* 10	Vocational education for Blacks is a waste of money, time, and energy.
* 19	Vocational education for Blacks should be taken out of the educational system at all levels.
21	Vocational education for Blacks is essential in today's technical society.
22	Vocational education for Blacks should be expanded.

TABLE 4. Continued.

CATEGORY D. BENEFITS TO INDIVIDUAL

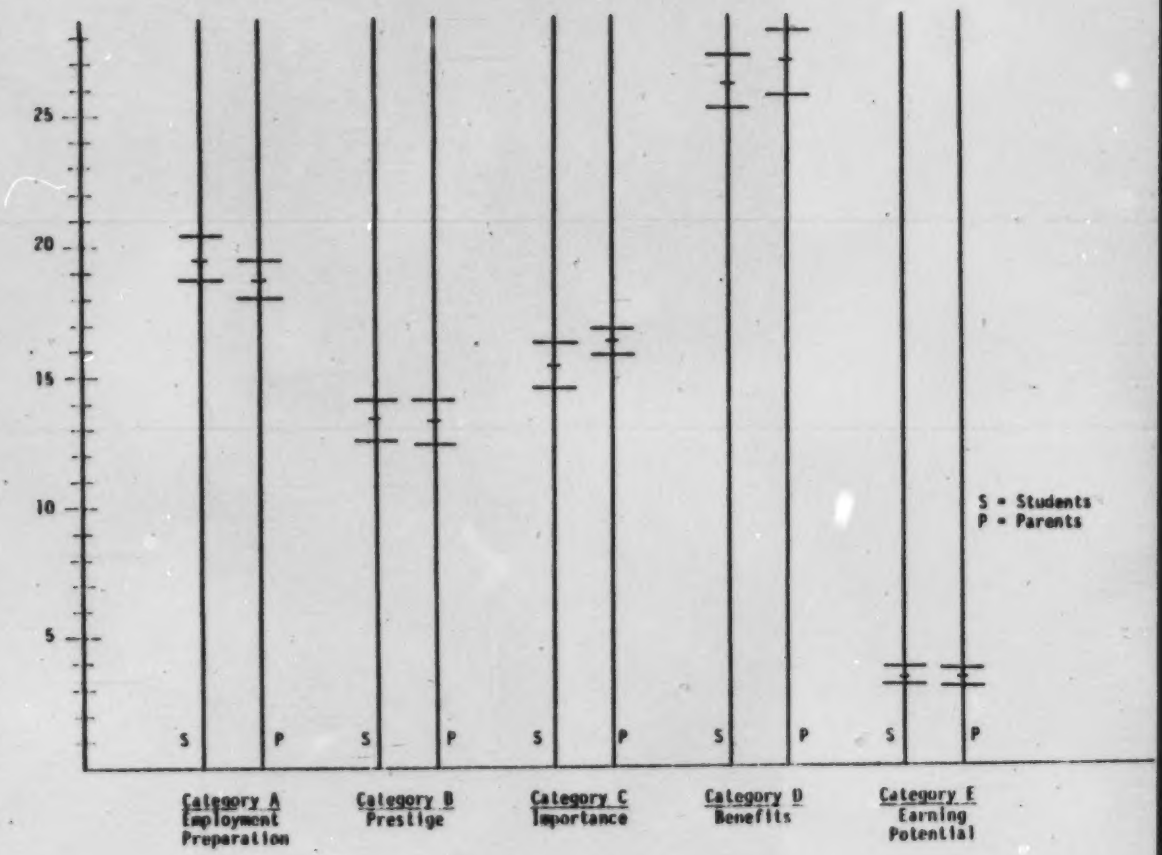
Number	Item
*3	Vocational education prevents Blacks from reaching their their educational potential.
*4	Vocational education keeps Blacks out of the mainstream of society.
*8	Blacks are usually counseled into vocational education because they cannot succeed in the regular academic programs.
*9	Vocational education is damaging to Blacks.
*14	Blacks get no real benefit from vocational education.
15	There are many benefits for Blacks who have vocational education.
*20	Vocational education prepares Blacks for jobs which are obsolete.

CATEGORY E. EARNINGS POTENTIAL

Number	Item
13	A vocationally trained Black can earn as much as an academically trained Black immediately after high school.

* Negative statements.

FIGURE 1. NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND PARENTS TO THE FIVE QUESTIONNAIRE CATEGORIES.



interval for each group fails to overlap significantly, there is reason to believe that a significant difference in attitudes and perceptions exists. To further substantiate the existence or lack of differences in attitudes and perceptions, the results of a series of t test analyses for mean differences is presented in Tables 5 and 6.

With the questionnaire items grouped into the five categories, the overlapping of the mean confidence intervals presented in Figure 1 indicates no significant difference, at the .05 level of confidence, between students' and parents' attitudes toward vocational education. The mean confidence interval also overlapped significantly when the twenty-two questionnaire items were computed for the overall category, presented in Figure 2.

Examination of the t test analyses included in Table 5 reveals no significant difference, at the .05 level of confidence, in attitudes and perceptions between Black students and Black parents toward vocational education when the questionnaire items are grouped. The findings fail to permit rejection of Hypothesis 1.

Although the findings do not sustain the rejection of Hypothesis 1, significant differences were detected among two of the twenty-two individual questionnaire items as shown by a summary of the means, standard deviations, and results of the t test analyses for individual questionnaire items in Table 6.

In evaluating the responses of students and parents to item number 19: "Vocational education for blacks should be taken out of the educational system at all levels," the investigator discovered a

FIGURE 2. ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF STUDENTS' AND PARENTS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION.

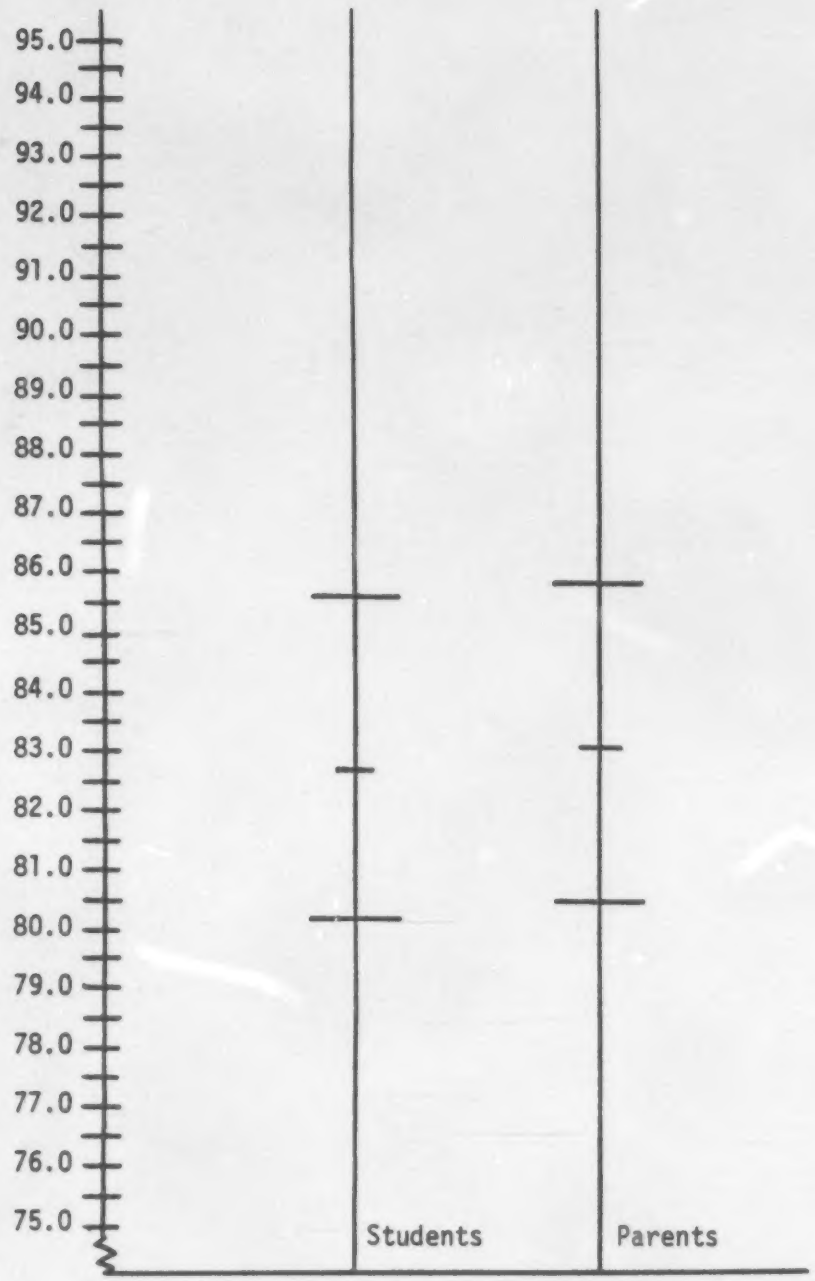


TABLE 5. T TEST FOR DIFFERENCES BETWEEN STUDENTS' AND PARENTS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

	Students			Parents				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
Category A: Employment Preparation	30	19.8333	2.276	30	18.9000	1.768	1.77	.081
Category B: Prestige	30	13.5667	1.960	30	13.4667	1.995	.20	.845
Category C: Importance	30	15.6333	2.371	30	16.4667	1.479	-1.63	.108
Category D: Benefits	30	26.3000	2.680	30	27.0000	3.572	- .86	.394
Category E: Earning Potential	30	3.5333	.860	30	3.5667	.935	- .14	.886
Overall Category (72 items)	30	82.7000	7.914	30	83.1667	7.566	- .23	.816

* See Table 4, page 52, for category items.

TABLE 6. PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND PARENTS BY CATEGORY.

Group	Category	Responses (Per Cent) Unfavorable	Uncertain	Favorable	Total
Student	A	9	12	79	100
Parent	A	10	14	76	100
Student	B	20	26	54	100
Parent	B	12	33	55	100
Student	C	11	12	77	100
Parent	C	6	1	93	100
Student	D	9	21	70	100
Parent	D	9	10	81	100
Student	E	7	30	63	100
Parent	E	23	3	74	100

A = Employment Preparation

B = Prestige

C = Importance

D = Benefits

E = Earning Potential

significant t at the .05 level of confidence. Almost 97 per cent of the parents disagreed with the statement, while only 66 per cent of the students expressed disagreement. The inference may be drawn that students are not totally opposed to vocational education in the schools.

Students' and parents' responses differed significantly for item number 20: "Vocational education prepares Blacks for jobs which are obsolete." Seventy per cent of the parents disagreed with the item, while only 30 per cent of the students expressed disagreement. Forty-three per cent of the students' responses indicated they were undecided. The data allow the inference that parents are more confident of the role of vocational education than are students.

It was interesting to note that although students and parents did not differ, both rated the "Prestige of Vocational Education" category the lowest. Only 54 per cent of the students and 55 per cent of the parents responded favorably to the category. The inference may be drawn that Black parents and Black students do not perceive vocational education as a means of preparing for socially prestigious occupations. Blacks' laborious struggle for social equality may bias their attitudes and perceptions toward occupational choices.

It should also be noted from Table 7 that 93 per cent of the parents' responses were favorable toward the "Importance of Vocational Education" category. It may be generalized that parents realize the importance of vocational training and are pleading for social and economic gratification.

TABLE 7. T TEST FOR MEAN DIFFERENCES BETWEEN STUDENTS' AND PARENTS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS.*

Item No.	Students N	Students $\bar{X}$	Students SD	Parents N	Parents $\bar{X}$	Parents SD	t value	t prob.
1	30	4.1000	.403	30	4.1000	.305	0.00	1.000
2	30	4.2333	.774	30	3.9000	.548	1.93	.059
3	30	3.9667	.765	30	3.6333	.890	1.56	.125
4	30	3.5667	.935	30	3.8333	.913	-1.12	.268
5	30	3.7667	.935	30	3.4667	.860	1.29	.201
6	30	3.8333	1.085	30	3.7667	1.223	.22	.824
7	30	3.1667	.986	30	3.4000	.724	-1.05	.300
8	30	3.6667	1.061	30	3.7000	.915	- .13	.897
9	30	4.1667	.699	30	4.0000	.910	.80	.429
10	30	4.3000	.794	30	4.2667	.640	.18	.859
11	30	4.0667	.828	30	3.7667	.817	1.41	.163
12	30	3.1333	1.074	28	3.4643	.576	-1.45	.153
13	30	3.5333	.860	30	3.5667	.935	- .14	.886
14	30	3.9000	.712	30	4.0333	.615	- .78	.441
15	30	3.9667	.718	30	3.9667	.414	0.00	1.000
16	30	3.6667	.959	30	3.6667	.802	0.00	1.000
17	30	3.5333	.937	30	3.2333	.971	1.22	.228
18	29	3.8621	.581	29	3.7241	.591	.90	.374
19	30	3.6667	1.269	30	4.2667	.640	-2.31	.024**
20	30	3.0667	.944	30	3.8333	.791	-3.41	.001**
21	30	3.8000	.714	30	3.9000	.885	- .48	.632
22	30	3.8667	1.167	30	4.0333	.718	- .67	.508

* See Appendix C, page 125, for individual questionnaire items.

**Significant at .05 level.

Students and Businesspersons:

Hypothesis 2: There is no significant difference in attitudes and perceptions between Black students and Black businesspersons toward vocational education.

The 95 per cent confidence interval for the mean scores of students and businesspersons are presented in Figures 3 and 4. The 95 per cent confidence interval for the mean, shown in Figure 3, failed to overlap when students' and businesspersons' responses were compared on Category B: "Prestige of Vocational Education." This fact indicates that significant differences exist between students and businesspersons toward the category.

A t test for significant differences in the means substantiated that significant differences in attitudes and perceptions exist between students and businesspersons toward the category (Table 8). The responses of businesspersons were 20 per cent more favorable than were those of students (see Table 9) to the Prestige of Vocational Education Category.

No significant differences were discovered among the other four questionnaire categories. A weak overlapping of the 95 per cent confidence interval for the means for the overall category is shown in Figure 4. The weak overlap indicates a significant difference in attitudes and perceptions between students and businesspersons toward vocational education when the means were computed for all twenty-two questionnaire items.

FIGURE 3. NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND BUSINESSPERSONS TO THE FIVE QUESTIONNAIRE CATEGORIES.

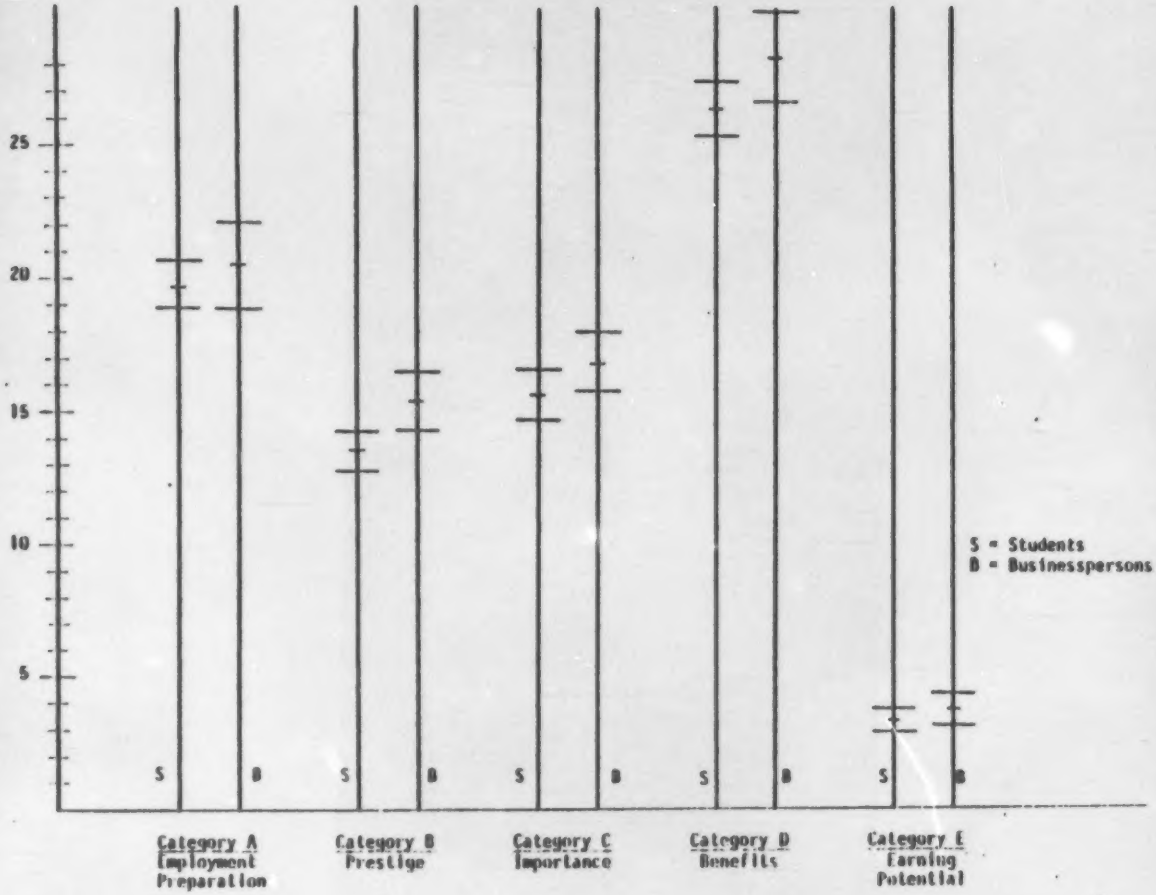


FIGURE 4. ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF STUDENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION.

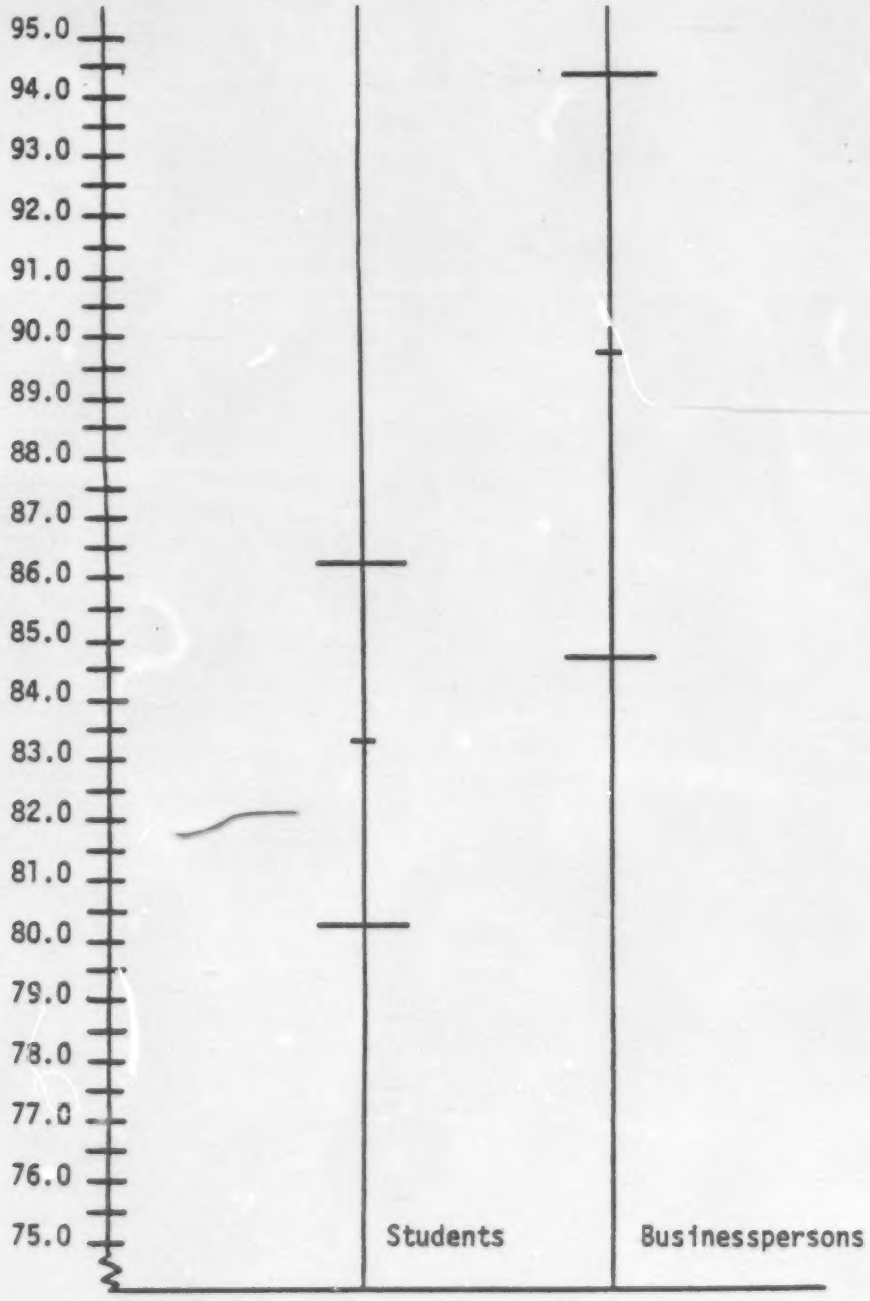


TABLE 8. T TEST FOR DIFFERENCES BETWEEN STUDENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

	Students			Business-Persons				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
Category A: Employment Preparation	30	19.8333	2.276	30	20.5333	4.273	- .79	.432
Category B: Prestige	30	13.5667	1.960	30	15.433	2.837	-2.97	.004**
Category C: Importance	30	15.6333	2.371	30	16.933	2.935	-1.89	.064
Category D: Benefits	30	26.3000	2.680	30	28.2667	4.870	-1.94	.058
Category E: Earning Potential	30	3.5333	.860	30	3.7667	1.382	- .79	.436
Overall Category (72 items)	30	82.7000	7.914	30	89.2000	13.765	-2.24	.029**

*See Table 4, page 52, for category items.

**Significant at .05 level.

TABLE 9. PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND BUSINESSPERSONS BY CATEGORY.

Group	Category	Responses (Per Cent) Unfavorable	Uncertain	Favorable	Total
Student	A	9	12	79	100
Businesspersons	A	11	5	84	100
Student	B	20	26	54	100
Businesspersons	B	16	10	74	100
Student	C	11	12	77	100
Businesspersons	C	9	8	83	100
Student	D	9	21	70	100
Businesspersons	D	13	7	80	100
Student	E	7	30	63	100
Businesspersons	E	20	7	73	100

A = Employment Preparation

B = Prestige

C = Importance

D = Benefits

E = Earning Potential

A t test for significant differences in the means substantiated that significant differences exist between students and businesspersons toward vocational education when the means are computed for all twenty-two questionnaire items. The data are shown in Table 8. The findings permit the rejection of Hypothesis 2.

Group mean scores, standard deviations, and the results of t test analyses for differences between students and businesspersons on each questionnaire item are reported in Table 10. Significant differences are disclosed on three of the twenty-two items.

A significant difference in attitudes and perceptions between students' and businesspersons' responses existed on questionnaire item number 7: "It requires tremendous skill and knowledge to teach vocational education." Examination of students' and businesspersons' responses, shown in Table 3, reveals 76 per cent of the businesspersons agreed with the item. Only 37 per cent of the students' responses indicated agreement. It should be noted that 33 per cent of the students' responses were indicated as uncertain. The data allow the inference that students are not as well informed as are businesspersons regarding the complexity of skills craved by today's business and industrial congregations.

A significant difference in attitudes and perceptions between students' and businesspersons' responses was detected on questionnaire item number 12: "It does not require much knowledge and skill to teach vocational education to Blacks." Further examination of the responses, presented in Table 3, discloses 47 per cent of the students disagreed with the item. Seventy-seven per cent of the businesspersons

TABLE 10. T TEST FOR MEAN DIFFERENCES BETWEEN STUDENTS' AND BUSINESSPERSONS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS.*

Item No.	Student			Business-Persons				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
1	30	4.1000	.403	30	4.2333	.935	- .72	.476
2	30	4.2333	.774	30	4.3333	.959	- .44	.658
3	30	3.9667	.765	30	4.1333	.860	- .79	.431
4	30	3.5667	.935	30	3.9000	1.269	-1.16	.252
5	30	3.7667	.935	30	3.9333	1.202	- .60	.551
6	30	3.8333	1.085	30	4.2667	.868	-1.71	.093
7	30	3.1667	.986	30	3.9667	.999	-3.12	.003**
8	30	3.6667	1.061	30	3.4667	1.332	.64	.523
9	30	4.1667	.699	30	4.4667	.629	-1.75	.086
10	30	4.3000	.794	29	4.5517	.783	-1.23	.225
11	30	4.0667	.828	30	4.1333	1.137	- .26	.796
12	30	3.1333	1.074	30	4.0000	1.174	-2.98	.004**
13	30	3.5333	.860	29	3.8966	1.205	-1.34	.187
14	30	3.9000	.712	30	4.1333	1.167	- .94	.354
15	30	3.9667	.718	30	3.9333	1.112	.14	.891
16	30	3.6667	.959	30	3.9000	1.125	- .86	.391
17	30	3.5333	.937	29	3.5517	1.378	- .06	.952
18	29	3.8621	.581	30	4.0333	.928	- .85	.401
19	30	3.6667	1.269	30	4.2333	1.223	-1.76	.083
20	30	3.0667	.944	30	4.2333	.971	-4.72	.000**
21	30	3.8000	.714	30	3.9333	1.048	- .58	.567
22	30	3.8667	1.167	30	4.3667	.850	-1.90	.063

* See Appendix C, page 125, for individual questionnaire items.

**Significant at .05 level.

indicated disagreement with the item. Seventeen per cent of the students' responses were listed as undecided. The inference may be drawn that students and businesspersons were consistent in their responses.

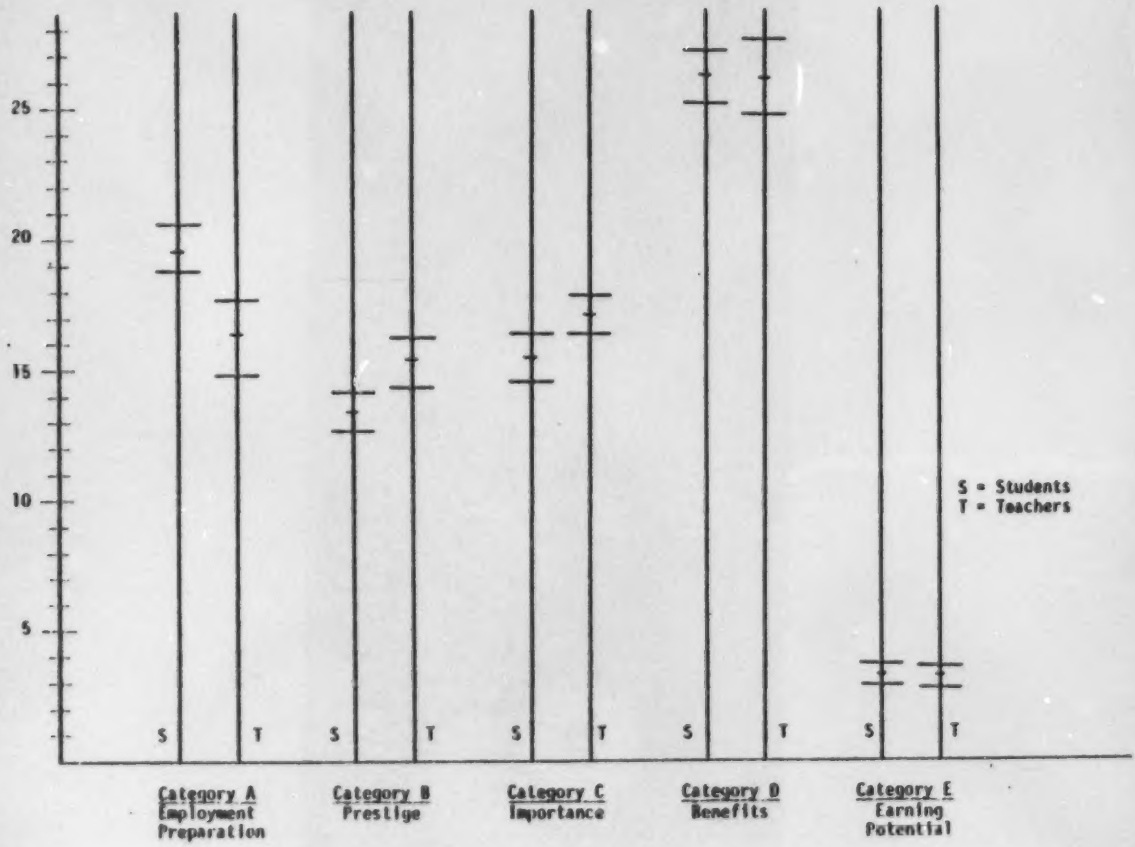
Significant differences in attitudes and perceptions between students' and businesspersons' responses were also discovered on questionnaire item number 20: "Vocational education prepares Blacks for jobs which are obsolete." Twenty-six per cent of the students' responses, Table 3, indicated agreement to the item. Six per cent of the businesspersons' responses indicated agreement with the item. A titantic 43 per cent of the students listed "undecided" as their response to the item. Findings to this item unfailingly support the implications reported for item number 7.

Students and Teachers:

Hypothesis 3: There is no significant difference in attitudes and perceptions between students and teachers toward vocational education.

Figure 5 contains a comparison of the 95 per cent confidence intervals for the means of students' and teachers' responses to the five questionnaire categories. No overlap appears between the mean confidence intervals of students and teachers for three of the five categories. A significant difference between students and teachers existed on Category A: "Employment Preparation." A t test for significant difference in means strengthened the belief that significant

FIGURE 5. NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND TEACHERS TO THE FIVE QUESTIONNAIRE CATEGORIES.



differences in attitudes and perceptions between students and teachers exist toward the category. The products of the t test analyses are presented in Table 11.

From data presented in Table 12 it was determined that 21 per cent more students than teachers responded favorably to the "Employment Preparation" category. The inference may be drawn that teachers are not convinced that vocational preparation of students is as important as is general education or college preparation. This attitude and perception may be incidental to their personal academic background and limited knowledge of the technical world.

A significant difference between students' and teachers' responses existed for Category B: "Prestige of Vocational Education." Examination of the data contained in Figure 5 clearly depicts the non-overlapping of the 95 per cent confidence interval for the mean of Category B. When the mean interval fails to overlap significantly, there is reason to believe a significant difference in attitudes and perceptions exist. A t test for significant differences substantiated the significant difference.

Twenty-one per cent more students than teachers responded favorably to the category (see Table 12). The data presented for Category B, Table 11, empower the inference that students recognize vocational education as blue collar education while teachers perceive vocational education in a more panoramic context.

Further analysis of Table 11 and Figure 5 reveals a significant difference in attitudes and perceptions between students and teachers toward the category: "Importance of Vocational Education." The

TABLE 11. T TEST FOR DIFFERENCES BETWEEN STUDENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

	Students			Teachers				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
Category A: Employment Preparation	30.	19.8333	2.276	30	16.4000	3.900	4.16	.000**
Category B: Prestige	30	13.5667	1.960	30	15.4333	2.402	-3.30	.002**
Category C: Importance	30	15.6333	2.371	30	17.2333	1.832	-2.92	.005**
Category D: Benefits	30	26.3000	2.680	30	26.2333	3.569	.08	.935
Category E: Earning Potential	30	3.5333	.860	30	3.4667	1.008	.28	.784
Overall Category (72 items)	30	82.7000	7.914	30	82.4667	10.868	.10	.925

* See Table 4, page 52, for category items.

** Significant at .05 level.

TABLE 12. PERCENTAGE OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF STUDENTS AND TEACHERS BY CATEGORY.

Group	Category	Responses (Per Cent) Unfavorable	Uncertain	Favorable	Total
Student	A	9	12	79	100
Teacher	A	26	16	58	100
Student	B	20	26	54	100
Teacher	B	15	10	75	100
Student	C	11	12	77	100
Teacher	C	1	9	90	100
Student	D	9	21	70	100
Teacher	D	13	16	71	100
Student	E	7	30	63	100
Teacher	E	17	30	53	100

A = Employment Preparation

B = Prestige

C = Importance

D = Benefits

E = Earning Potential

95 per cent confidence interval failed to overlap. The t test for significant differences in means was significant at the .05 level of confidence.

Teachers were 13 per cent more favorable than students toward the "Importance of Vocational Education." category.

Group mean scores, standard deviations, t values, and t probabilities for individual questionnaire items are presented in Table 13 for differences between students and teachers. Significant differences were disclosed on eight of the twenty-two items.

A significant difference in attitudes and perceptions between students' and teachers' responses existed on questionnaire item number 1: "Vocational education is geared toward preparing Blacks for future jobs." Examination of students' and teachers' responses, presented in Table 3, reveals 96 per cent of the students agreed with the item. Only 49 per cent of the teachers indicated agreement. Twenty per cent of the teachers indicated they were undecided. The data allow the inference that teachers do not perceive vocational education as preparing Black students for future jobs. The term "future" may have influenced some responses.

A significant difference was detected on item number 2: "Vocational education helps individuals to become proficient at the occupation of their choice." Fourteen per cent more students' than teachers' responses agreed with the item.

Item number 5: "Vocational education leads to jobs with many promotional possibilities for Blacks," produced significant differences in the responses of students and teachers. Seventy-three per cent of the students' responses were in agreement with the item,

TABLE 13. T TEST FOR MEAN DIFFERENCES BETWEEN STUDENTS' AND TEACHERS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS.*

Item No.	Student			Teachers				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
1	30	4.1000	.403	30	3.1667	1.147	4.20	.000**
2	30	4.2333	.774	30	3.5667	1.073	2.76	.008**
3	30	3.9667	.765	30	3.8000	.805	.82	.414
4	30	3.5667	..935	30	3.7667	.935	- .83	.411
5	30	3.7667	.935	30	2.6667	1.061	4.26	.000**
6	30	3.8333	1.085	30	3.7000	1.119	.47	.641
7	30	3.1667	.986	30	3.9000	.995	-2.87	.006**
8	30	3.667	1.061	30	2.9333	1.015	2.74	.008**
9	30	4.1667	.699	30	4.0000	.910	.80	.429
10	30	4.3000	.794	30	4.4667	.571	- .93	.355
11	30	4.0667	.828	29	3.7931	.978	1.16	.250
12	30	3.1333	1.074	30	4.4000	.621	-5.59	.000**
13	30	3.5333	.860	30	3.4667	1.008	.28	.784
14	30	3.9000	.712	30	4.2000	.761	-1.58	.120
15	30	3.9667	.718	30	3.7000	.702	1.45	.151
16	30	3.6667	.959	30	3.3333	.959	1.35	.183
17	30	3.5333	.937	30	3.6333	1.033	- .39	.696
18	29	3.8621	.581	30	3.5000	.861	1.89	.064
19	30	3.6667	1.269	30	4.5000	.572	-3.28	.002**
20	30	3.0667	.944	30	3.8333	.913	-3.20	.002**
21	30	3.8000	.714	30	4.0000	.830	-1.00	.321
22	30	3.8667	1.167	30	4.2667	.740	-1.59	.118

* See Appendix C, page 125, for individual questionnaire items.

**Significant at the .05 level.

while only 26 per cent of the teachers responded in agreement. The data support the inference that teachers perceive the professions to offer Black students the most probable avenue to job advancement.

A significant difference in responses of students and teachers was found on item number 7: "It requires tremendous skill and knowledge to teach vocational education." Seventy-three per cent of the teachers agreed with the item. Only thirty-six per cent of the students agreed with the item. Thirty-three per cent of the students responded as undecided. The data seem to support the inference that although students do not recognize vocational education course content as difficult, they are not certain how much skill is required to present the material.

A significant difference was noted on item number 8: "Blacks are usually counseled into vocational education because they cannot succeed in the regular academic programs." Thirteen per cent of the students and 43 per cent of the teachers agreed with the item. The data support the inference that teachers believe that some counselors suggest vocational education curricula for students who are having college preparation or general education difficulty.

Significant differences in attitudes and perceptions between students and teachers were discovered toward item number 12: "It does not require much knowledge and skill to teach vocational education to Blacks." An analysis of item 12, Table 3, indicates that 93 per cent of the teachers' responses denote disagreement with this.item. Forty-seven per cent of the students disagreed with the item. It was interesting to note the similar findings to item number 7. The data further supports the inferences concluded for item number 7.

Students' and teachers' responses were significantly different to item number 19: "Vocational education for Blacks should be taken out of the educational system at all levels." Although both groups disagreed with the item, teachers indicated the strongest disagreement. Ninety-six per cent of the teachers disagreed with the item. The data authorize the deduction that teachers perceive vocational education as a vital part of the comprehensive educational system.

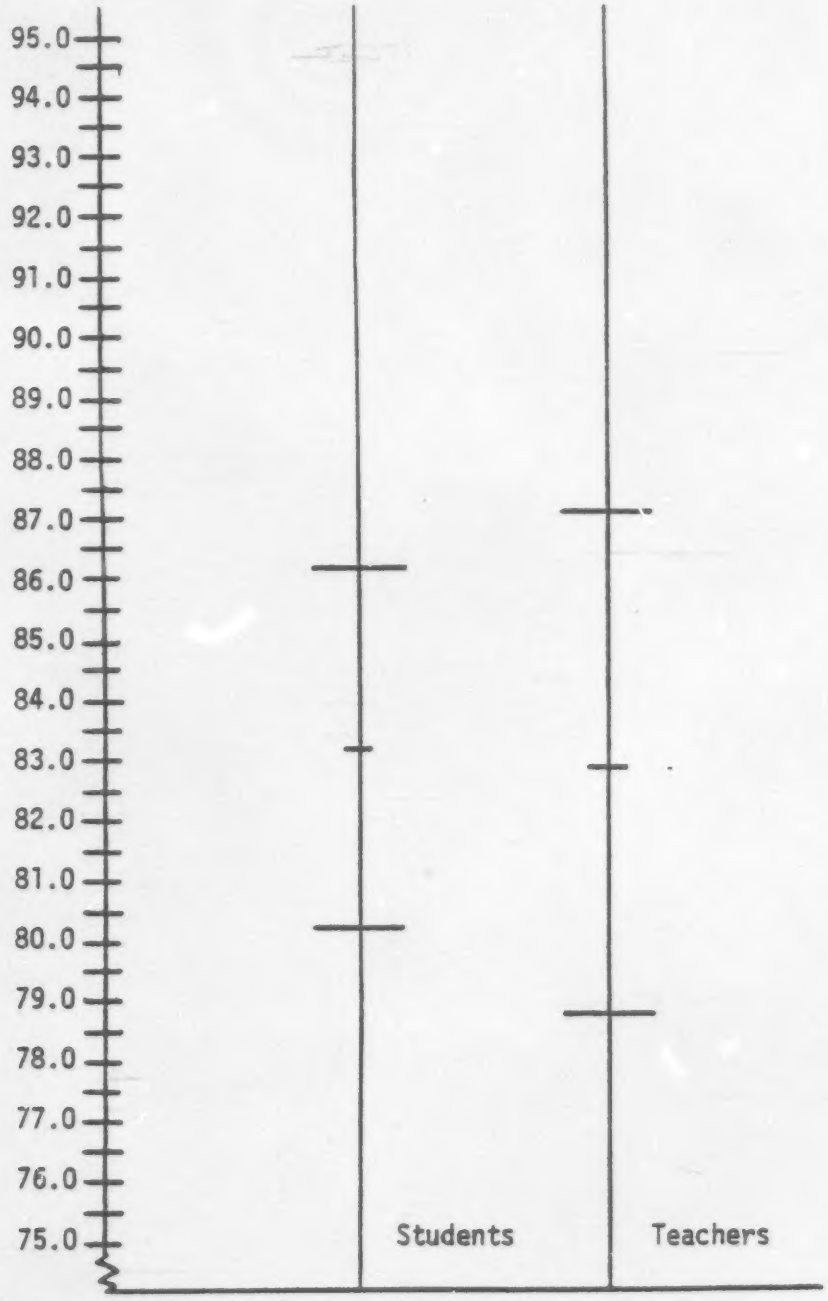
A significant difference in attitudes and perceptions between the responses of students and teachers was found to item number 20: "Vocational education prepares Blacks for jobs which are obsolete." A study of the responses to the item, Table 3, reveals that 73 per cent of the teachers and 30 per cent of the students disagreed with the statement. A whopping 43 per cent of the students responded that they were undecided. The data allow the inference that students may be afraid to participate in vocational education programs due to fear of obsolescence.

Significant differences in attitudes and perceptions between students and teachers were discovered on three of the five categories and eight of the twenty-two individual questionnaire items. The above findings permit the rejection of Hypothesis 3, although the overall 95 per cent confidence interval, shown in Figure 6, overlapped significantly.

Parents and Businesspersons:

Hypothesis 4: There is no significant difference in attitudes and perceptions between Black parents and Black businesspersons toward vocational education.

FIGURE 6. ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF STUDENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION.



The 95 per cent confidence interval for the mean score for each category and group is illustrated in Figure 7. Inspection of Figure 7 reveals significant overlap for Category A: "Employment Preparation." This fact indicates no significant differences exist between parents and businesspersons toward this category.

A t test for significant differences in means affirmed that significant differences in means do not exist at the .05 level of confidence. The t test analysis results for all five categories are presented in Table 14. Data are presented in Table 15 to represent the percentage responses of parents and businesspersons to each of the five categories. Significant overlapping, indicating no significant difference, is illustrated for Categories A, C, D, and E.

As indicated in Table 14 and Figure 7, the only category with a significant difference is Category B. "Prestige of Vocational Education." The 95 per cent confidence interval for the mean of Category B failed to significantly overlap. The t test for significant differences in the mean confirmed the significant differences between parents and businesspersons. Nineteen per cent more businesspersons than parents perceived vocational education as prestigious. The data allow the inference to be drawn that businesspersons' responses to Category B were significantly different from those of the parents.

Significant differences between parents' and businesspersons' responses were detected when all twenty-two questionnaire items were combined into an overall category. The ninety-five per cent confidence interval for means, shown in Figure 8 weakly overlapped. A t test for significant differences of means was significant at the .05 level of confidence. This solidifies the resolution that

FIGURE 7. NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND BUSINESSPERSONS TO THE FIVE QUESTIONNAIRE CATEGORIES.

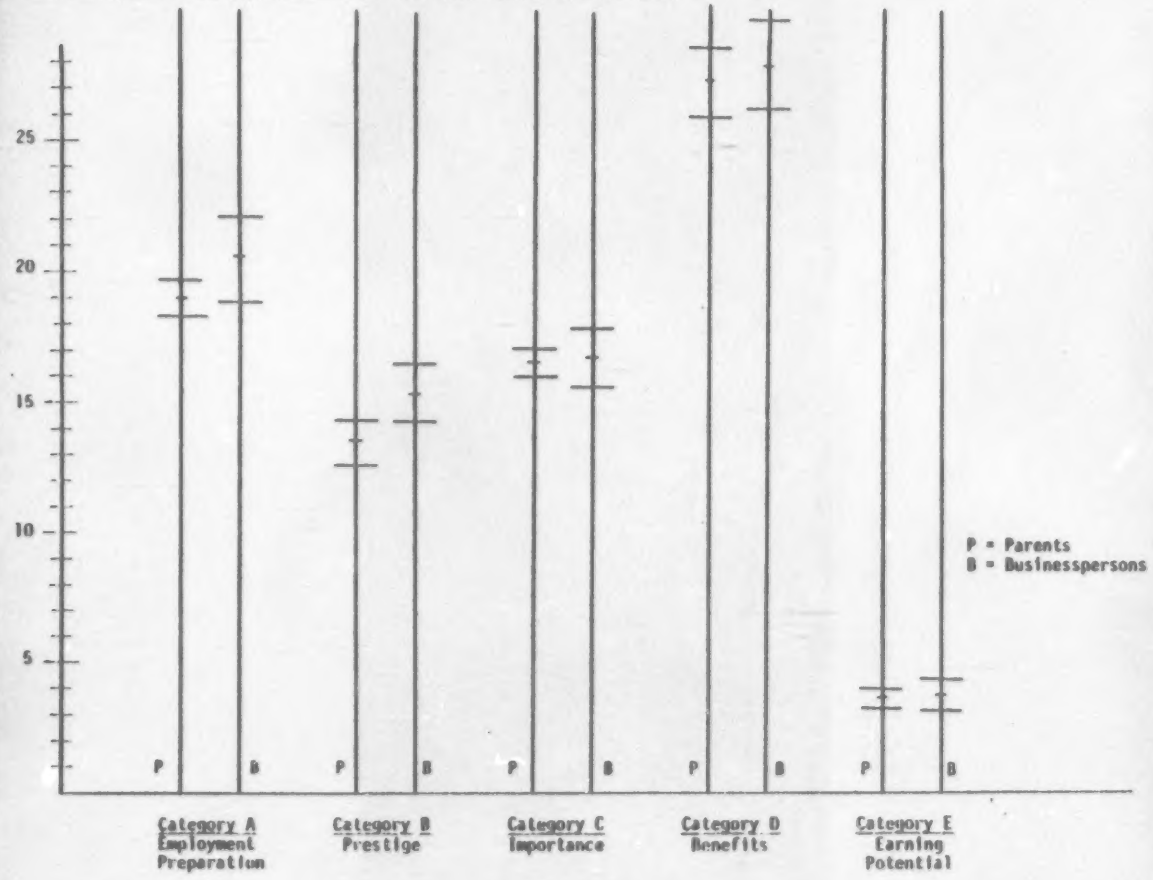


TABLE 14. T TEST FOR DIFFERENCES BETWEEN PARENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

	Parents			Business-Persons				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
Category A: Educational Preparation	30	18.9000	1.768	30	20.5333	4.273	-1.93	.058
Category B: Prestige	30	13.4667	1.995	30	15.4333	2.837	-3.11	.003**
Category C: Importance	30	16.4667	1.479	30	16.9333	2.935	- .78	.440
Category D: Benefits	30	27.0000	3.572	30	28.2667	4.870	-1.15	.255
Category E Earning Potential	30	3.5667	.935	30	3.7667	1.382	- .66	.514
Overall Category (72 items)	30	83.1667	7.566	30	89.2000	13.765	-2.10	.040**

* See Table 4, page 52, for category items.

** Significant at .05 level.

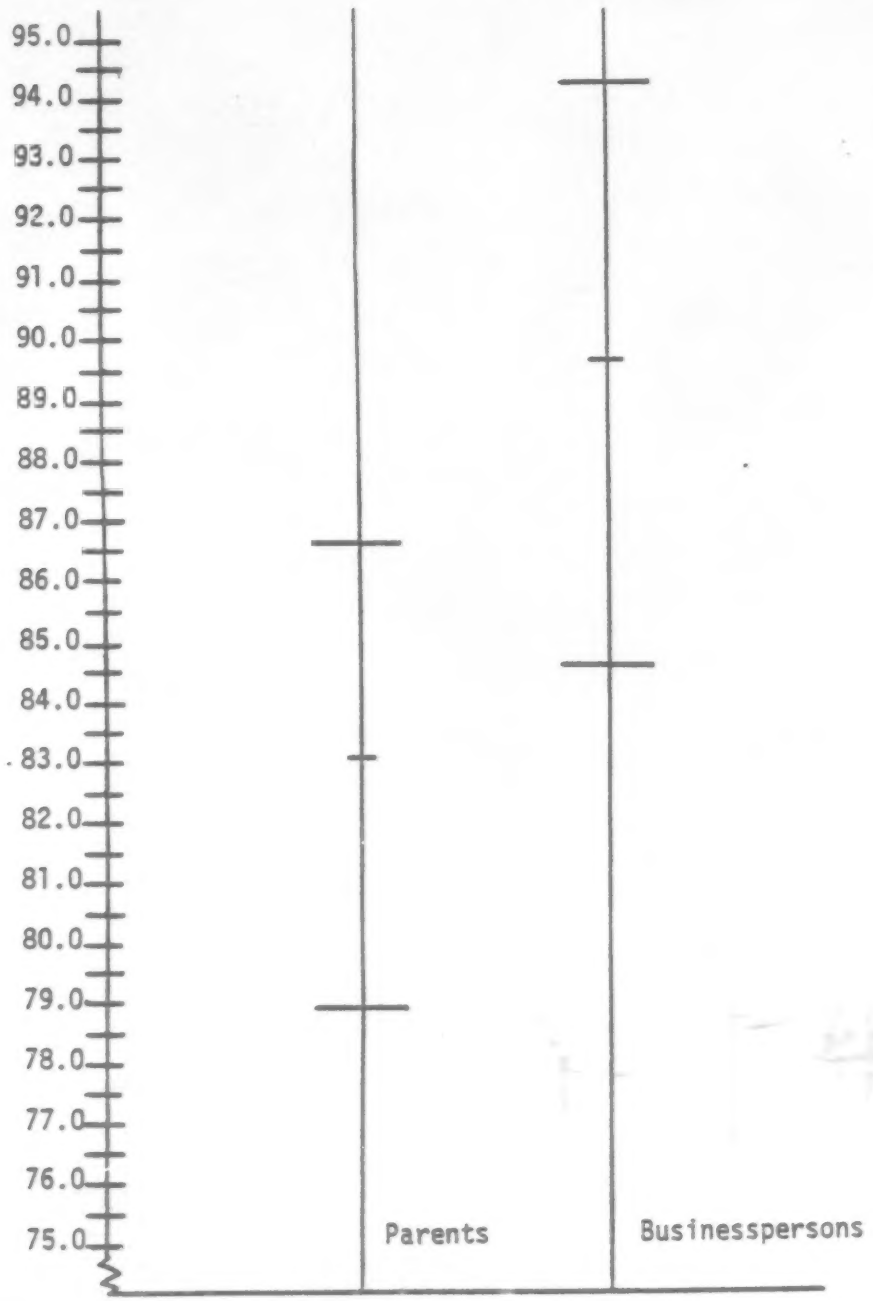
TABLE 15. T TEST FOR DIFFERENCES BETWEEN PARENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

Item No.	Parents			Business-Persons				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
1	30	4.1000	.305	30	4.2333	.935	- .74	.461
2	30	3.9000	.548	30	4.3333	.959	-2.15	.036**
3	30	3.6333	.890	30	4.1333	.860	-2.21	.031**
4	30	3.8333	.913	30	3.9000	1.269	- .23	.816
5	30	3.4667	.860	30	3.9333	1.202	-1.73	.089
6	30	3.7667	1.223	30	4.2667	.868	-1.83	.073
7	30	3.4000	.724	30	3.9667	.999	-2.52	.015**
8	30	3.7000	.915	30	3.4667	1.332	.79	.432
9	30	4.0000	.910	30	4.4667	.629	-2.31	.024**
10	30	4.2667	.640	29	4.5517	.783	-1.53	.131
11	30	3.7667	.817	30	4.1333	1.137	-1.43	.157
12	28	3.4643	.576	30	4.0000	1.174	-2.18	.033**
13	30	3.5667	.935	29	3.8966	1.205	-1.18	.244
14	30	4.0333	.615	30	4.1333	1.167	- .42	.679
15	30	3.9667	.414	30	3.9333	1.112	.15	.878
16	30	3.6667	.802	30	3.9000	1.125	- .92	.359
17	30	3.2333	.971	29	3.5517	1.378	-1.03	.308
18	29	3.7241	.591	30	4.0333	.928	-1.52	.134
19	30	4.2667	.640	30	4.2333	1.223	.13	.895
20	30	3.8333	.791	30	4.2333	.971	-1.75	.086
21	30	3.9000	.885	30	3.9333	1.048	- .13	.895
22	30	4.0333	.718	30	4.3667	.850	-1.64	.106

* See Appendix C, page 125, for individual questionnaire items.

** Significant at the .05 level.

FIGURE 8. ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF PARENTS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION.



significant differences exist between parents and businesspersons when responses are compared simultaneously on all twenty-two questionnaire items.

Further analysis of the data presented in Table 6 indicates that parents responded more favorably, percentage wise, than did the businesspersons to three of the five questionnaire categories.

Analysis of individual items included in the questionnaire, see Table 16, indicated that significant differences exist on five of the twenty-two items. Significant differences between responses of parents and businesspersons were detected on item 2: "Vocational education helps individuals to become proficient at the occupation of their choice." Responses documented in Table 3 indicate that 86 per cent of the parents agreed with the item while 90 per cent of the businesspersons agreed. A t test for significant differences in means was significant at the .05 level of confidence. The data allows the inference that businesspersons were stronger in their responses as they had a higher percentage of strongly agree responses.

Item 3: "Vocational education prevents Blacks from reaching their educational potential," also produced significant differences between parents and businesspersons. Seventy per cent of the parents and 86 per cent of the businesspersons disagreed with the item. As seen in Table 16 the t test for significant differences of means produced significant differences at the .05 level of confidence. The data allows the inference to be drawn that parents are more prone to believe that lazy students take vocational education and are not challenged academically, than are businesspersons.

The t test results for significant differences between responses of parents and businesspersons to item number 7: "It requires

tremendous skill and knowledge to teach vocational education," are presented in Table 16. It can be observed from data presented in Table 3 that 46 per cent of the parents agreed with the item as compared to 76 per cent in agreement among the businesspersons. Forty-three per cent of the parents responded that they were undecided. The high percentage of undecided responses of parents suggest that they are not certain of the credentials required of vocational educators.

Significant differences, at the .05 level of confidence on item number 9: "Vocational education is damaging to Blacks," are presented in Table 11. Examination of the data presented in Table 3 discloses that 23 per cent of the parents and 53 per cent of the businesspersons strongly disagreed with the item, thus producting the significant difference in means. It may then be concluded that businesspersons have a stronger feeling that vocational education is not damaging to Blacks.

Item number 12: "It does not require much knowledge and skill to teach vocational education to Blacks," produced the final significant difference between parents and businesspersons. Examination of the data tenured in Table 3 disclosed that 50 per cent of the parents disagreed with the item and 46 per cent were undecided. Seventy-six per cent of the responses of businesspersons indicated disagreement with the item. The t test for significant differences of means substantiates the fact, see Table 16. The data from item 12 reinforces the inference drawn for item 7. The findings permit rejection of Hypothesis 4.

TABLE 16. PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND BUSINESSPERSONS BY CATEGORY.

Group	Category	Responses (Per Cent) Unfavorable	Uncertain	Favorable	Total
Parents	A	10	14	76	100
Businesspersons	A	11	5	84	100
Parents	B	12	33	55	100
Businesspersons	B	16	10	74	100
Parents	C	6	1	93	100
Businesspersons	C	9	8	83	100
Parents	D	9	10	81	100
Businesspersons	D	13	7	80	100
Parents	E	23	3	74	100
Businesspersons	E	20	7	73	100

A = Employment Preparation

B = Prestige

C = Importance

D = Benefits

E = Earning Potential

Parents and Teachers:

Hypothesis 5: There is no significant difference in attitudes and perceptions between Black parents and Black teachers toward vocational education.

Presented in Figure 9 is a comparison of the 95 per cent confidence intervals for the means of parents' and teachers' responses to the five questionnaire categories. Results of a series of t test analyses for mean differences between responses of the two groups are displayed in Table 17. Figure 10 is provided to graphically illustrate the 95 per cent confidence interval for the means of the overall category. Table 18 is exhibited for presentation of percentage responses of parents and teachers to the categorized questionnaire items.

A study of Figure 9 discloses that the 95 per cent confidence intervals for the means of two of the five questionnaire categories do not overlap. The failure to overlap indicates a significant difference between parents and teachers on Category A: "Employment Preparation." The results of the t test for significant differences in means, shown in Table 17 was significant at the .05 level of confidence.

A study of Category A, Table 18, discloses that 18 per cent more parents than teachers responded favorably to the category. The data allows the inference to be drawn that teachers believe a general education, rather than a specific education will best prepare students for employment.

Figure 9 graphically presents a comparison of the 95 per cent confidence intervals for the means of parents' and teachers' responses to Category B: "Prestige of Vocational Education." The mean intervals

FIGURE 9. NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND TEACHERS TO THE FIVE QUESTIONNAIRE CATEGORIES.

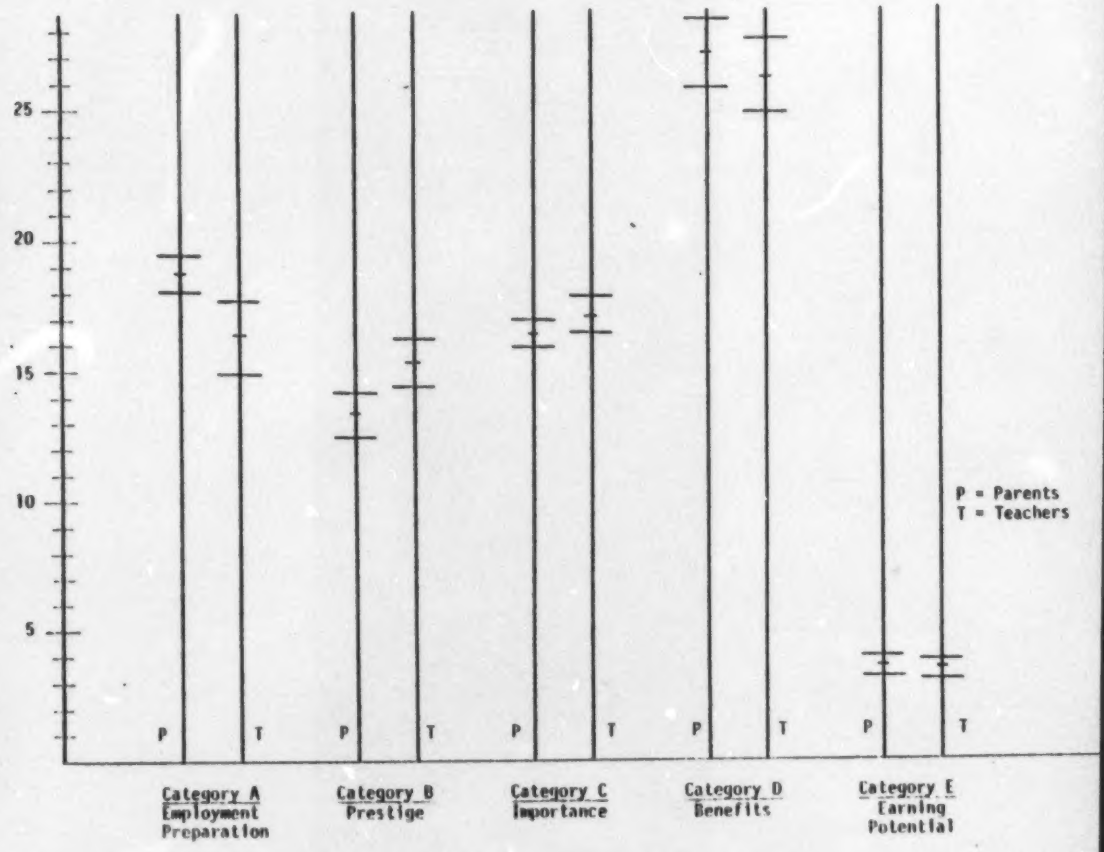


TABLE 17. T TEST FOR DIFFERENCES BETWEEN PARENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

	Parents			Teachers				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
Category A: Educational Preparation	30	18.9000	1.768	30	16.4000	3.900	3.20	.002**
Category B: Prestige	30	13.4667	1.995	30	15.4333	2.402	-3.45	.001**
Category C: Importance	30	16.4667	1.479	30	17.2333	1.832	-1.78	.080
Category D: Benefits	30	27.0000	3.572	30	26.2333	3.569	.83	.409
Category E: Earning Potential	30	3.5667	.935	30	3.4667	1.008	.40	.692
Overall Category (72 items)	30	83.1667	7.566	30	82.4667	10.868	.29	.773

* See Table 4, page 52, for category items.

** Significant at .05 level.

FIGURE 10. ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF PARENTS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION.

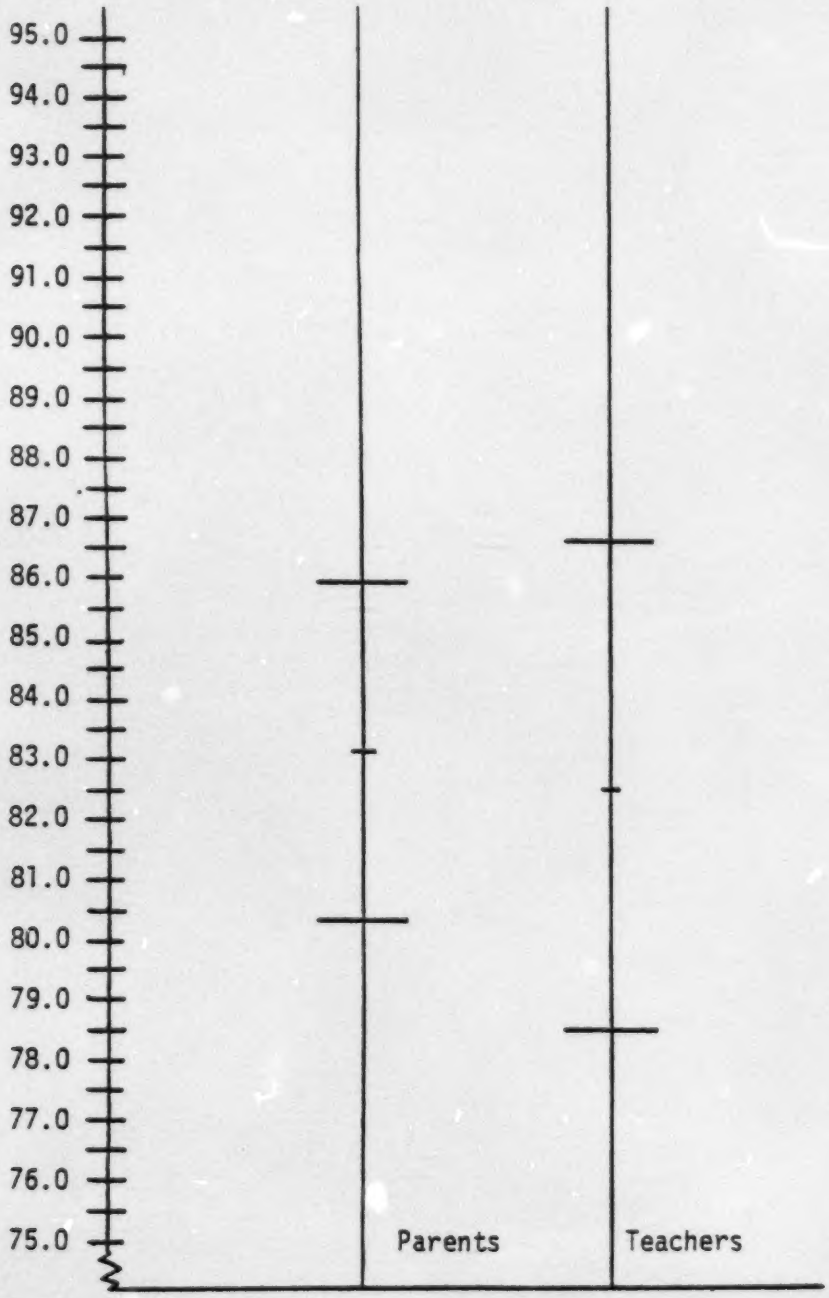


TABLE 18. PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF PARENTS AND TEACHERS TO THE CATEGORIES OF EMPLOYMENT PREPARATION, PRESTIGE, IMPORTANCE, BENEFITS, AND EARNINGS POTENTIAL IN VOCATIONAL EDUCATION.

Group	Category	Responses (Per Cent) Unfavorable	Uncertain	Favorable	Total
Parents	A	10	14	76	100
Teachers	A	26	16	58	100
Parents	B	12	33	55	100
Teachers	B	15	10	75	100
Parents	C	6	1	93	100
Teachers	C	1	9	90	100
Parents	D	9	10	81	100
Teachers	D	13	16	71	100
Parents	E	23	3	74	100
Teachers	E	17	30	53	100

A = Employment Preparation

B = Prestige

C = Importance

D = Benefits

E = Earning Potential

failed to overlap, indicating reason to believe significant differences between parents and teachers exist. The results of the t test for significant differences in means, shown in Table 17, confirms the significant difference between parents and teachers. Twenty per cent more teachers than parents indicated agreement with the category. Thirty-three per cent of the parents were undecided in their responses. The data allow the deduction to be drawn that parents should be better informed on school programs available to their children.

Analysis of individual items included in the questionnaire, see Table 19, indicated that significant differences existed between parents and teachers on five of the twenty-two items. Item number 1: "Vocational education is geared toward preparing Blacks for future jobs," produced a significant difference, see Table 19, between parents and teachers. Percentage responses recorded in Table 3 reveal 100 per cent of the parents, and 50 per cent of the teachers, agreed with the item. Implications allowed by the data are: (1) Parents perceive the "future" as a more immediate point in time and have faith in vocational education as a "preparer" for their children; and (2) Teachers, with an intense sense for inquiry, perceive "future" as a continuum and believe a general education to be the best method of preparation.

Item number 5: "Vocational education leads to jobs with many promotional possibilities for Blacks," also produced significant differences at the .05 level of confidence, as shown in Table 19. Only 26 per cent of the teachers, see Table 3, agreed with the item. The data permit the inference to be drawn that teachers, due to their

TABLE 19. T TEST FOR MEAN DIFFERENCES BETWEEN PARENTS' AND TEACHERS' RESPONSES BY INDIVIDUAL QUESTIONNAIRE ITEMS.*

Item No.	Parents			Teachers				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
1	30	4.1000	.305	30	3.1667	1.147	4.31	.000**
2	30	3.9000	.548	30	3.5667	1.073	1.52	.135
3	30	3.6333	.890	30	3.8000	.805	- .76	.450
4	30	3.8333	.913	30	3.7667	.935	.28	.781
5	30	3.4667	.860	30	2.6667	1.061	3.21	.002**
6	30	3.7667	1.223	30	3.7000	1.119	.22	.826
7	30	3.4000	.724	30	3.9000	.995	-2.23	.030**
8	30	3.7000	.915	30	2.9333	1.015	3.07	.003**
9	30	4.0000	.910	30	4.0000	.910	0.00	1.000
10	30	4.2667	.640	30	4.4667	.571	-1.28	.207
11	30	3.7667	.817	29	3.7931	.978	- .11	.911
12	28	3.4643	.576	30	4.4000	.621	-5.93	.000**
13	30	3.5667	.935	30	3.4667	1.008	.40	.692
14	30	4.0333	.615	30	4.2000	.761	- .93	.355
15	30	3.9667	.414	30	3.7000	.702	1.79	.078
16	30	3.6667	.802	30	3.3333	.959	1.46	.150
17	30	3.2333	.971	30	3.6333	1.033	-1.54	.128
18	29	3.7241	.591	30	3.5000	.861	1.16	.250
19	30	4.2667	.640	30	4.5000	.572	-1.49	.142
20	30	3.8333	.791	30	3.8333	.913	0.00	1.000
21	30	3.9000	.885	30	4.0000	.830	- .45	.653
22	30	4.0333	.718	30	4.2667	.740	-1.24	.220

* See Appendix C, page 125, for individual questionnaire items.

**Significant at the .05 level.

academic background, may not have a realistic view of the business and industrial world, and only relate promotions to the professional occupations.

A significant difference between parents and teachers was detected on item number 7: "It requires tremendous skill and knowledge to teach vocational education." As shown in Table 3, 27 per cent more teachers than parents agreed to the item. The 43 per cent undecided responses of parents indicate they are not cognizant of the erudition required of vocational educators.

A significant difference between parents and teachers, see Table 19, was also discovered on item number 8: "Blacks are usually counseled into vocational education because they cannot succeed in the regular academic programs." Inspection of Table 3 reveals that 66 per cent of the parents disagreed with the item. Thirty-six per cent of the teachers' responses indicated disagreement. An equal number, 20 per cent, of parents and teachers responded that they were undecided. From these data the inference can be drawn that teachers are more likely to believe that counselors use vocational education as a "dumping ground" for Black students who are not excelling academically.

The final difference between parents and teachers to the individual items was found on item 12: "It does not require much knowledge and skill to teach vocational education to Blacks." Forty-three per cent more teachers than parents disagreed with the item. It should be noted, from Table 3, that 46 per cent of the parents' responses were listed as undecided. The data from this item reinforces the inference drawn for item 7. The findings permit the rejection of Hypothesis 5.

Businesspersons and Teachers

Hypothesis 6: There is no significant difference in attitudes and perceptions between Black businesspersons and Black teachers toward vocational education.

Presented in Figure 11 are comparisons of the 95 per cent confidence intervals for the means of businesspersons and teachers. A significant difference was discovered on questionnaire Category A: "Preparation for Employment." The 95 per cent confidence interval for the mean, illustrated in Figure 11, failed to overlap for the category, indicating a significant difference in attitudes and perceptions. Results of a series of t tests for mean differences between responses of the two groups are recorded in Table 20. Results of the t tests revealed significant differences at the .05 level of confidence on Category A: "Preparation for Employment"; and on the overall category of all twenty-two items. Eighty-four per cent of the businesspersons' and 58 per cent of the teachers' responses were favorable to the category, as shown in Table 21. Sixteen per cent of the teachers were undecided. The data permit the inference that the teachers are not as well informed as are businesspersons regarding preparing students for employment.

Analysis of individual items included in the questionnaire and presented in Table 22 indicated that significant differences exist between businesspersons and teachers on seven of the twenty-two items. Questionnaire item number 1: "Vocational education is geared toward preparing Blacks for future jobs," produced significantly different responses between businesspersons and teachers. A study of the t test analysis results of responses to item one, included in Table 22,

FIGURE 11. NINETY-FIVE PER CENT CONFIDENCE INTERVALS OF RESPONSES OF ATTITUDES AND PERCEPTIONS OF BUSINESSPERSONS AND TEACHERS TO THE FIVE QUESTIONNAIRE CATEGORIES.

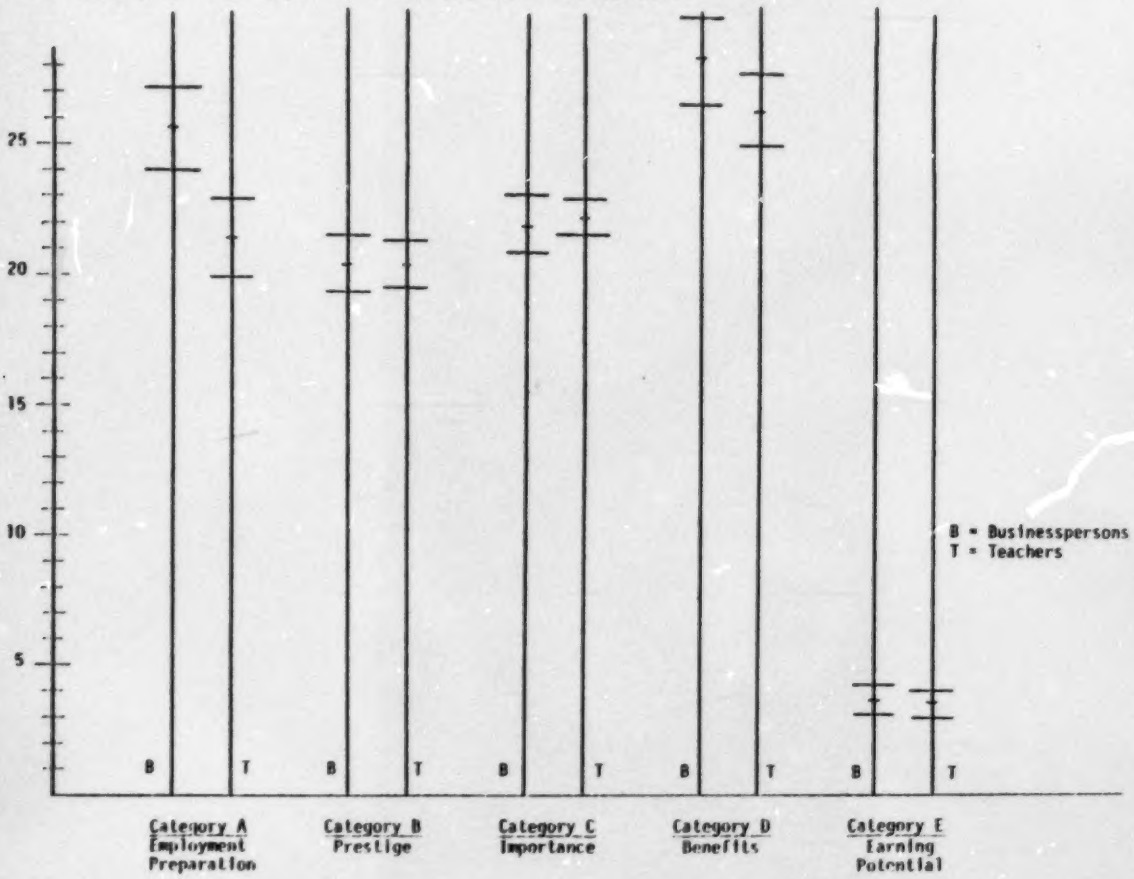


TABLE 20. T TEST FOR DIFFERENCES BETWEEN BUSINESSPERSONS' AND TEACHERS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

	Business-Persons			Teachers				
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	t value	t prob.
Category A: Employment Preparation	30	20.5333	4.273	30	16.4000	3.900	-3.91	.000**
Category B: Prestige	30	15.4333	2.837	30	15.4333	2.402	0.00	1.000
Category C: Importance	30	16.9333	2.935	30	17.2333	1.832	.47	.6 7
Category D: Benefits	30	28.2667	4.870	30	26.2333	3.569	-1.84	.070
Category E: Earning Potential	30	3.7667	1.382	30	3.4667	1.008	- .96	.341
Overall Category (72 items)	30	89.2000	13.765	30	82.4667	10.868	-2.10	.040**

* Se: Table 4, page 52, for category items.

** Significant at .05 level.

TABLE 21. PERCENTAGE RESPONSES OF ATTITUDES AND PERCEPTIONS OF BUSINESSPERSONS AND TEACHERS TO THE CATEGORIES OF EMPLOYMENT PREPARATION, PRESTIGE, IMPORTANCE, BENEFITS, AND EARNINGS POTENTIAL IN VOCATIONAL EDUCATION.

Group	Category	Responses (Per Cent) Unfavorable	Uncertain	Favorable	Total
Businesspersons	A	11	5	84	100
Teachers	A	26	16	58	100
Businesspersons	B	16	10	74	100
Teachers	B	15	10	75	100
Businesspersons	C	9	8	83	100
Teachers	C	1	9	90	100
Businesspersons	D	13	7	80	100
Teachers	D	13	16	71	100
Businesspersons	E	20	7	73	100
Teachers	E	17	30	53	100

A = Employment Preparation

B = Prestige

C = Importance

D = Benefits

E = Earning Potential

TABLE 22. T TEST FOR MEAN DIFFERENCES BETWEEN TEACHERS' AND BUSINESS-PERSONS' ATTITUDES AND PERCEPTIONS TOWARD VOCATIONAL EDUCATION WHEN THE VARIABLES ARE GROUPED INTO CATEGORIES.*

Item No.	Teachers			Business-Persons				
	N	X	SD	N	X	SD	t value	t prob.
1	30	3.1667	1.147	30	4.2333	.935	-3.95	.000**
2	30	3.5667	1.073	30	4.3333	.959	-2.92	.005**
3	30	3.8000	.805	30	4.1333	.860	-1.55	.127
4	30	3.7667	.935	30	3.9000	1.269	- .46	.645
5	30	2.6667	1.061	30	3.9333	1.202	-4.33	.000**
6	30	3.7000	1.119	30	4.2667	.868	-2.19	.032**
7	30	3.9000	.995	30	3.9667	.999	- .26	.797
8	30	3.9333	1.015	30	3.4667	1.332	-1.74	.086
9	30	4.0000	.916	30	4.4667	.629	-2.31	.024**
10	30	4.4667	.571	29	4.5517	.783	- .48	.635
11	29	3.7931	.978	30	4.1333	1.137	-1.23	.223
12	30	4.4000	.621	30	4.0000	1.174	1.65	.105
13	30	3.4667	1.008	29	3.8966	1.205	-1.49	.142
14	30	4.2000	.761	30	4.1333	1.167	.26	.794
15	30	3.7000	.702	30	3.9333	1.112	- .97	.335
16	30	3.3333	.959	30	3.9000	1.125	-2.10	.040**
17	30	3.6333	1.033	29	3.5517	1.378	.26	.797
18	30	3.5000	.861	30	4.0333	.928	-2.31	.025**
19	30	3.5000	.572	30	4.2333	1.223	1.08	.284
20	30	3.8333	.913	30	4.2333	.971	-1.64	.106
21	30	4.0000	.830	30	3.9333	1.048	.27	.786
22	30	4.2667	.740	30	4.3667	.850	- .49	.629

* See Appendix C, page 125, for individual questionnaire items.

** Significant at the .05 level.

discloses a significant difference at the .05 level of confidence. Percentage responses recorded in Table 3 divulge that 90 per cent of the businesspersons and 50 per cent of the teachers expressed agreement to the item. Inferences allowed by the data are: (1) Teachers are not as positive as are businesspersons in perceiving vocational education as a prerequisite for jobs; and (2) teachers are not as aware as are businesspersons regarding employee training needs.

Item number 2: "Vocational education helps individuals to become proficient at the occupation of their choice," produced a significant difference (see Table 22) between businesspersons and teachers. Percentage responses, recorded in Table 3, reveal 90 per cent of the businesspersons and 73 per cent of the teachers agreed with the item. The data allow the inference to be made that business-persons are more aware of the merits of vocational education than are teachers.

Item 5: "Vocational education leads to jobs with many promotional possibilities for Blacks," also produced a significant difference. Percentage responses, recorded in Table 3, reveals that 80 per cent of the businesspersons and only 26 per cent of the teachers agreed with the item. The data permit the inference to be drawn that teachers are not aware of promotional procedures in the business and industrial world.

Item number 6: "Vocational education does not help Blacks in finding employment," induced a significant difference, see Table 22, between responses of businesspersons and teachers. Percentage responses recorded in Table 2 reveal that 86 per cent of the businesspersons and

73 per cent of the teachers disagreed with the item. The data allows the inference that businesspersons are more likely to hire individuals with vocational education.

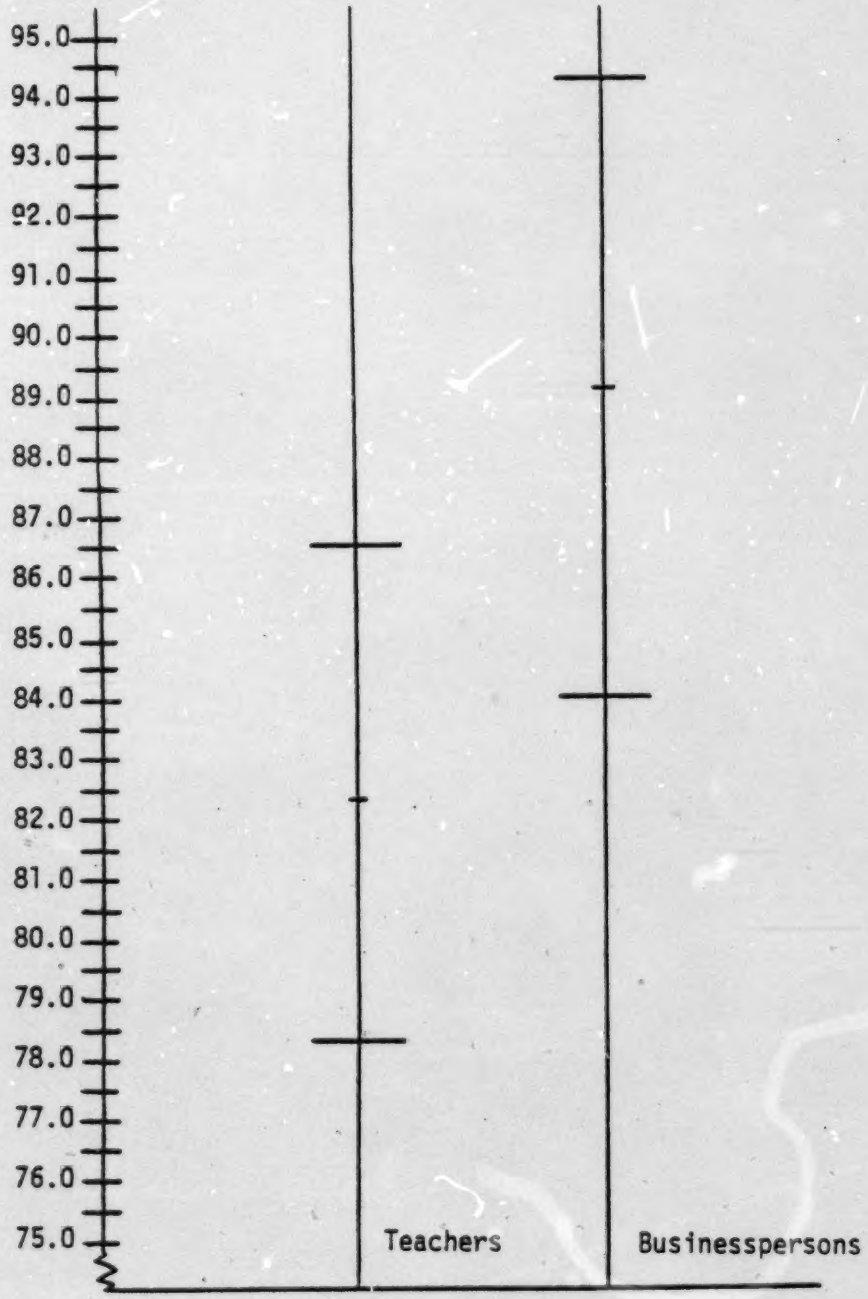
Item number 9: "Vocational education is damaging to Blacks," also produced a significant difference in responses of businesspersons and teachers, as indicated by the t test results shown in Table 22. Although both groups disagreed with the item (see Table 3), 13 per cent more businesspersons, who may have received their start in the business world as a result of vocational education disagreed to the item. It may also be inferred from the data that businesspersons believe vocational education to be beneficial rather than damaging.

A significant difference between businesspersons and teachers, see Table 22, was discovered on item number 16: "Vocational education offers Blacks a wide variety of job opportunities." The t test results are shown to be significant at the .05 level of confidence in Table 22. Eighty per cent of the businesspersons and 56 per cent of the teachers expressed agreement with the item as shown in Table 3. The data permit the inference to be drawn that teachers perceive vocational education as being too specific.

A significant difference between businesspersons and teachers was also detected on item number 18: "Vocational education helps Blacks to pursue a job which will lend itself to self satsifaction." Eighty-three per cent of the businesspersons and 63 per cent of the teachers were undecided (Table 3). Inference can be drawn that teachers are not as aware as are businesspersons of the self satisfying and challenging positions acquired through vocational education.

Significant differences between businesspersons and teachers were discovered when all twenty-two questionnaire items were combined to form an overall category. Examination of Figure 12 disclosed a weak overlap of the 95 per cent confidence interval for the means of businesspersons and teachers. The weak overlap indicates reason to believe that a significant difference may exist. To substantiate the difference, the results of a t test for significant difference in means was performed. The difference in means was significant at the .05 level of confidence (see Table 20). These findings permit the rejection of Hypothesis 6.

FIGURE 12. ANALYSIS OF VARIANCE OF MEANS AND NINETY-FIVE PER CENT CONFIDENCE INTERVAL OF TEACHERS' AND BUSINESSPERSONS' ATTITUDES AND PERCEPTIONS TOWARD THE OVERALL CATEGORY OF VOCATIONAL EDUCATION.



CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to obtain an assessment of attitudes and perceptions of selected groups of Blacks toward vocational education. To accomplish this, six specific objectives were identified. These objectives were:

1. To determine if there is a significant difference in attitudes and perceptions between Black students and Black parents toward vocational education.

2. To determine if there is a significant difference in attitudes and perceptions between Black students and Black business-persons toward vocational education.

3. To determine if there is a significant difference in attitudes and perceptions between Black students and Black teachers toward vocational education.

4. To determine if there is a significant difference in attitudes and perceptions between Black parents and Black business-persons toward vocational education.

5. To determine if there is a significant difference in attitudes and perceptions between Black parents and Black teachers toward vocational education.

6. To determine if there is a significant difference in attitudes and perceptions between Black businesspersons and Black teachers.

A data gathering instrument used by Yearling (60) in a similar study of the Manual High School community in Denver, Colorado, was utilized to collect the necessary information from selected groups of Blacks. The questionnaire consisted of eleven negative and eleven positive statements in five categories and utilized a Likert type, five-possible-response scale.

The questionnaire was personally administered by the investigator to thirty Black high school students. The student sample was proportionately randomly selected from the total Black student population of the six Wichita, Kansas Public High Schools. The investigator interviewed the parents of the thirty Black students in person or by telephone. The ratio of mothers to fathers participating in the interview was approximately five to one.

Thirty of the approximately thirty-three Black high school teachers employed by the Wichita Public Schools were hand delivered an instrument. All thirty instruments were responded to.

The investigator personally interviewed the thirty Black businesspersons at their place of business. The sample was randomly selected from lists provided by the Wichita Urban League and United Contractors Association of Wichita.

Each of the one hundred twenty data collecting instruments were scored, recorded, and coded on IBM Fortran Coding Forms. These data were keypunched on data processing cards and the necessary program

control cards were prepared for processing through the use of the Colorado State University Control Data Corporation 6400 Computer. The program utilized the SPSS (Statistical Package for the Social Sciences) version 6.50 computer program.

A series of t tests for difference between means were used to test for significant differences between groups. Frequency distributions were used to verify input accuracy and show the direction of responses. The .05 level of confidence was used to evaluate the statistical significance of all analyses.

A summary of the findings generated from the data follows:

1. Students' and parents' views were favorable toward vocational education. No significant difference was discovered between students and parents when the items were grouped into categories.

2. Students and parents both expressed the least amount of agreement with Category B: "Prestige of Vocational Education." Parents expressed the most agreement with the "Importance of Vocational Education" category.

3. Although students and parents disagreed with removing vocational education for Blacks from the educational system at all levels, parents were much stronger in their objections.

4. The responses of students expressed the opinion that vocational education may be preparing students for jobs which are obsolete. The responses of students, 43 per cent undecided, also indicated they were not aware of the philosophy and objectives of vocational education in expressing an opinion relative to the obsolescence of vocational training.

5. Both students and businesspersons responded favorably toward vocational education but expressed significant disagreement with one of the categories and three of the individual items. The students were not as robust as were the businesspersons in their belief that vocational education could lead to prestigious jobs.

6. Businesspersons expressed a higher percentage of favorable responses to the overall category (all 22 items).

7. Businesspersons expressed belief that it requires tremendous skill and knowledge to teach vocational education. Students' responses indicated they were undecided.

8. Students and teachers expressed significant differences on three of the five categories and eight of the individual questionnaire items. These two groups produced the largest number of significant differences.

9. Teachers were less confident than were the students in the ability of vocational education to prepare students for employment.

10. Although students were favorable toward the prestige of vocational education, they expressed considerably less agreement than teachers.

11. Although students and teachers expressed significant disagreement on the importance of vocational education, both expressed the highest percentage of favorable responses to this category. Both recognize the importance of vocational education but teachers expressed the stronger feeling.

12. Teachers expressed doubt that vocational education is geared toward preparing Blacks for future jobs, or doubt that it leads to jobs with many promotional possibilities.

13. Students and teachers differed significantly in their opinions relative to Blacks being counseled into vocational education because they cannot succeed in the regular academic programs. Teachers expressed a much lower percentage of disagreement than did students, parents, or businesspersons.

14. Teachers, parents, and businesspersons are strongly opposed to removing vocational education for Blacks from the educational system at all levels. Students also expressed opposition, but not as strong.

15. Parents and businesspersons differed significantly in their responses toward the prestige of vocational education category. Although both were favorable toward the prestige of vocational education, the businesspersons group was 20 per cent more favorable.

16. None of the businesspersons and less than ten per cent of the students, parents, and teachers expressed a belief that vocational education is damaging to Blacks.

17. Teachers were significantly less favorable to employment preparation through vocational education than were parents. The teacher group perceived the prestige of vocational education much higher than did parents.

18. Although significant differences were found between responses of students and teachers, all four study groups indicated belief that vocational education prepares students for employment. Businesspersons were most favorable and teachers the least favorable.

19. Students and parents do not perceive vocational education to be as prestigious as do teachers and businesspersons.

20. Although all four study groups consider vocational education to be important, parents and teachers expressed the greatest percentage of favorable responses.

21. Students, parents, teachers, and businesspersons did not differ significantly in their responses toward the benefits received by individuals from vocational education or immediate earnings potential from vocational education.

22. The group means for teachers, students, businesspersons, or parents did not demonstrate negative attitudes and perceptions toward an individual item, categorized item, or the overall category.

Conclusions

Conclusions of this study are based upon findings resulting from the statistical analyses of the data collected within the study and the subsequent testing of the null hypotheses. No attempt was made to evaluate the performance of any one individual, individual high school group, or sex group. These conclusions represent as objectively as possible the attitudes and perceptions of Blacks toward vocational education.

The six null hypotheses developed from the objectives of the study follow:

Ho_1: There is no significant difference in attitudes and perceptions between Black students and Black parents toward vocational education.

Ho_2: There is no significant difference in attitudes and perceptions between Black students and Black businesspersons toward vocational education.

Ho_3: There is no significant difference in attitudes and perceptions between Black students and Black teachers toward vocational education.

Ho_4: There is no significant difference in attitudes and perceptions between Black parents and Black businesspersons toward vocational education.

Ho_5: There is no significant difference in attitudes and perceptions between Black parents and Black teachers toward vocational education.

Ho_6: There is no significant difference in attitudes and perceptions between Black businesspersons and Black teachers toward vocational education.

Conclusions reached from testing of hypotheses follow:

1. There is no significant difference in attitudes and perceptions between Black students and Black parents toward vocational education. There was no significant difference in attitudes and perceptions between Black students and Black parents when responding to the categorized questionnaire items. Black students may not participate in vocational education due to fear of preparing for jobs which are obsolete

Students and parents do not perceive jobs prepared for by vocational education as being very prestigious. Of the four groups, teachers were the most favorable toward the prestige of vocational education.

2. There is a significant difference in attitudes and perceptions between Black students and Black businesspersons toward vocational education. Significant differences were discovered relevant to the prestige of vocational education. Businesspersons perceive vocational education as being more prestigious than do students.

3. There is a significant difference in attitudes and perceptions between Black students and Black teachers toward vocational education. Students and teachers differ significantly on three of the five questionnaire categories: (1) More students than teachers favor vocational education as a means of preparing for employment; (2) Teachers perceive vocational education as being more prestigious than do students; and (3) Teachers perceive vocational education to be more important than do students. Students and teachers differed on eight of the twenty-two questionnaire items.

4. There are significant differences in attitudes and perceptions between Black parents and Black businesspersons toward vocational education. Businesspersons are 21 per cent more favorable toward the prestige of vocational education than are parents. Businesspersons are much stronger than parents in their convictions that vocational education helps individuals to become more proficient at the occupation of their choice.

5. There are significant differences in attitudes and perceptions between Black parents and Black teachers toward vocational education on two of the five questionnaire categories: (a) Parents are more confident in the ability of vocational education to prepare students for employment; and (b) Teachers view vocational education as being more prestigious than do parents.

Parents and teachers would be most opposed to removing vocational education for Blacks from the educational system at all levels. Students would object the least.

6. There are significant differences in attitudes and perceptions between Black businesspersons and Black teachers toward vocational education. Businesspersons have a much higher regard for the capability of vocational education to prepare students for employment.

In addition to the above conclusions relating to the hypotheses, the following common conclusions were made:

1. Vocational education is not damaging to Blacks. Eighty-eight per cent of the combined responses indicated disagreement to item 9: "Vocational education is damaging to Blacks."

2. Having participated in vocational education programs should significantly improve one's ability to secure employment, and to receive remuneration equivalent to an academically trained Black immediately after high school. Seventy-six per cent of the combined responses indicated disagreement to item 6: "Vocational education does not help Blacks in finding employment. Sixty-six per cent of the responses indicated "A vocationally trained Black can earn as much as an academically trained Black immediately after high school."

3. Vocational education was perceived by all four groups as being as important as a college education. Teachers are most positive in their beliefs and students and parents are least positive.

4. Blacks strongly agree that vocational education is essential to today's technical society and that it should be expanded for Blacks.

Recommendations

These recommendations have been developed from the preceding conclusions and findings of this study. They are presented to give directions to further research and provide suggestions for improvement of vocational education curriculum for Blacks.

1. Ninety-seven per cent of the students participating in this investigation indicated that vocational education is geared toward preparing Blacks for employment, however 43 per cent were unable to impart a decisive response to the questionnaire item: "Vocational education prepares Blacks for jobs which are obsolete." Indecisiveness regarding the item indicates a deficiency of knowledge upon which to base a decision. The inability of 27 per cent of the students to decide whether vocational education is essential for Blacks in today's technical society evidences their bewilderment with their environment.

Therefore, it is recommended that the Wichita Public School System:

A. Implement, expand, and update career education programs to inform all students of career options and methods of preparing for them.

B. Evaluate vocational education programs to insure that they are providing the necessary skills and knowledge for active employment in occupations that contribute to human dignity and worth.

2. Ninety-seven per cent of the teachers disagreed with the questionnaire item suggesting: "Vocational education for Blacks should be taken out of the educational system at all levels," yet, only 50 per cent indicated vocational education prepares Blacks for jobs. Twenty per cent indicated that they did not know.

Only 53 per cent of the teachers indicated a vocationally trained Black could earn as much as an academically trained Black immediately after high school. Fifty-eight per cent were favorable toward the employment preparation category. These facts vindicate the inference that teachers are not aware of the exigency for Blacks once they leave school.

Therefore it is further recommended that the Wichita Public Schools:

A. Provide in-service education or encourage classroom teachers and counselors to avail themselves of career education courses to enlighten them of current trends in preparing students for modern careers.

B. Develop an occupational information system similar to the Colorado Occupations and Career Information System (COCIS) and incorporate it into the career education program to insure that all students will be aware of career choices and methods of preparing for them.

C. Conduct further research to determine if Black teachers desire vocational education for Black students who want, need, and can benefit from it, but are dissatisfied with the local offerings.

3. One hundred per cent of the parents participating in this study indicated vocational education is geared toward preparing Blacks for future jobs, and 90 per cent indicated vocational education for Blacks should be expanded. Such unambivalent responses certainly confirm Black parents' beliefs in vocational education. However, 43 per cent were undecided whether it takes immense skill and knowledge

to teach vocational education, and 17 per cent were undecided whether vocational education leads to dead-end jobs for Blacks. It was also ironic that 33 per cent were undecided whether vocational education offers Blacks a wide variety of job opportunities and 20 per cent were undecided whether vocational education prepared Blacks for jobs which are obsolete.

These panoramic perceptions of vocational education by Black parents authorize the inference that Black parents place trust in the ability of vocational education to prepare students for jobs, but are unsure the jobs will lead to the desired lifestyle.

Therefore it is recommended that the Wichita Public School System:

A. Implement a planned two-way program of public relations designed especially for the Area Vocational Technical School.

B. Make an effort to remove stigmas which might stereotype vocational education programs. Evaluate the success of the high school program not only by the number of graduates entering college but equally by the number entering occupations for which they have been specifically trained.

C. Generate a concentrated effort to communicate to ALL parents and ALL students the many educational opportunities available through vocational education.

D. Conduct additional research to determine if the current educational programs are meeting the expectations of Black parents.

BIBLIOGRAPHY

1. Alport, Floyd Henry. Students' Attitudes. A report of the Syracuse University Reaction Study by Daniel Katz and Floyd H. Alport. Syracuse, NY: The Craftsman Press, Inc., 1931.

2. Alport, G. W. Patterns and Growth in Personality. New York, NY: Holt, Rinehart and Winston, 1961.

3. Aschenbrenner, Joyce C. "Careers of Black Youth in the Metro-East Area Final Report." October, 1972.

4. Best, Fred, and Stern, Barry. "Education, Work and Leisure: Must They Come in That Order?" Monthly Labor Review, Vol. 100, No. 7, July, 1977.

5. Black, Michael S. "Attitudes of Inner-City High School Males Toward Vocational Education and Work." Journal of Research and Development in Education, Vol. 10, No. 2, Winter, 1977, pp 99-115.

6. Black, Michael S. "Student Attitudes Toward Vocational Education." Project sponsored by Office of Education (DHEW), Washington, DC. Columbus, Ohio: The Ohio State University, Center for Vocational Education, March, 1976.

7. Blair, Thomas L. Retreat to the Ghetto: The End of a Dream? New York, NY: Hill and Wang, 1977.

8. Blum, Milton L., and Naylor, James C. Industrial Psychology: Its Theoretical and Social Foundations. New York, NY: Harper and Row, 1968.

9. Breer, Paul E., and Lock, Edwin A. Task Experience as a Source For Attitudes. Homewood, IL: Dorsey Press, 1965.

10. Brown, John Walter. "An Investigation of the Attitudes of Blacks and Non-Black Students Toward Vocational Education." Unpublished doctoral dissertation, Penn State University, 1976.

11. Chismann, Forrest P. Attitude Psychology and the Study of Public Opinion. University Park, PA: Penn State University Press, 1976.

12. Crain, Robert L., and Weisman, Carol Sachs. Discrimination, Personality, and Achievement: A Survey of Northern Blacks. New York, NY: Seminar Press, 1972.

13. Dizard, Jan E. "Why Should Negroes Work?" in Negroes and Jobs: A Book of Readings. Edited by Ferman, L. A., Kornbluh, J. L. and Miller, J. A. Ann Arbor, MI: University of Michigan Press, 1968.

14. Farning, Max. "Some Variables Why So Few Black High School Graduates Attend Post-High School Area Vocational Schools." Journal of Industrial Teacher Education, Vol. 10, No. 1, Fall, 1972, pp 5-12.

15. Ferman, Louis A. "Introduction to Negroes and Jobs," in Negroes and Jobs: A Book of Readings. Ann Arbor, MI: University of Michigan Press, 1968.

16. Foster, Betty J., and Carpenter, Judi M. Statistics of Public Elementary and Secondary Day Schools. U. S. Department of Health, Education, and Welfare. Washington, DC: U. S. Government Printing Office, 1977.

17. Gelber, Steven M. Black Men and Businessmen: The Growing Awareness of a Social Responsibility. Port Washington, NY: National University Publications, Kennikat Press.

18. Gilbert, James B. Work Without Salvation. Baltimore, MD: John Hopkins University Press, 1977.

19. Gilliland, Hugh Ronald. "Attitudes of Slum Dwellers and Suburbanites Toward Blue-Collar Occupations and Vocational Education." Unpublished doctoral dissertation, University of Missouri, 1967.

20. Ginzberg, Eli. Occupational Choice, An Approach to General Theory. New York, NY: Columbia University Press, 1951.

21. Green, Gloria P., Devens, Richard M., and Whitmore, Bob. "Employment and Unemployment-Trends During 1977." Monthly Labor Review, Vol. 101, No. 2, February, 1978, p. 20.

22. Guerra, Roberto S. "Black Youth and Occupational Education in Texas." Texas Education Agency, Austin Division of Occupational Resources and Development, Houston University of Texas Center for Human Resources, June, 1974.

23. Herbers, John. The Black Dilemma. New York, NY: The John Day Company, 1973.

24. Holland, John L. The Psychology of Vocational Choice. Waltham, MA: Blaisdell Publishing Company, 1966.

25. Horrocks, John E. Assessment of Behavior: The Methodology and Content of Psychological Measurement. Columbus, OH: CE Merrill Books, 1964 copyright, 1966.

26. Horrocks, John E. The Psychology of Adolescence. Boston, MA: Houghton Mifflin, 1969.

27. Ibsen, Charles Arthur. "Adolescent Attitudes and Occupational Choice." Unpublished doctoral dissertation, Colorado State University, 1968.

28. Johnson, Roosevelt. Black Agenda for Career Education. Columbus, OH: ECCA Publications, Inc. Division of Educational-Community Counselors Association, Inc.

29. Kaufman, Jacob J., et al. "The Role of the Secondary Schools in the Preparation of Youth for Employment." Institute for Research on Human Resources, The Pennsylvania State University, University Park, Pennsylvania, February, 1967.

30. King, Joe Jr. "A Study of Black High School Students' Perceptions of Vocational and Technical Education Programs." Unpublished doctoral dissertation, Michigan State University, 1973.

31. Kopp, Michelotti. "Special Labor Force Reports--Summaries." Monthly Labor Review, Vol. 100, No. 12, December, 1977.

32. Lemon, Nigel. Attitudes and Their Measurement. New York, NY: Wiley, 1973.

33. Market Data Retrieval. The Guide to Vocational Education in America: Trends to 1978. Westport, CT: Market Data Retrieval, 1976.

34. McCullough, Lloyd Maurice. "Attitudes of Selected Black Students Toward Secondary-Level Vocational Education." Unpublished doctoral dissertation, University of California at Los Angeles, 1974.

35. Oberlander, Fred D. "A Survey of Community Attitudes Toward Occupational Education." Sponsored by Compton Community College, California. California Community College, Sacramento, California, 1974.

36. Oskamp, Stuart. Attitudes and Opinions. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

37. Picott, J. Rupert. "A Quarter Century of the Black Experience in Elementary and Secondary Education, 1950-1974." The Negro Educational Review, Vol. XXVII, No. 1, January, 1976.

38. Purnell, R. F., and Lesser, G. S. Work-Bound and College-Bound Youth: A Study in Stereotypes. Final Report. West Hartford, CT: Howard University, April, 1969.

39. Remmers, Herman H., and Radler, D. H. The American Teenager. Indianapolis, IN: Babbs-Merrill, 1957.

40. Rose, Harold M. Black Suburbanization. Cambridge, MA: Ballinger Publishing Company, 1976.

41. Rothenberg, Harvey David. "Attitudes Toward Vocational Education." Unpublished doctoral dissertation, Colorado State University, 1972.

42. Secord, Paul F., and Hackman, Carl W. Social Psychology. New York, NY: McGraw-Hill, 1964.

43. Sherif, Muzafer, and Sherif, Carolyn W. The Social Judgment--Involvement Approach to Attitude in Attitude, Ego-Involvement, and Change. Psychological Studies Program, The Penn State University. New York, London, Sydney: John Wiley and Sons, Inc., 1967.

44. Sims, Joseph William. "A Study of the Attitudes of Black Parents Toward Vocational and Non-Vocational Education." Unpublished doctoral dissertation, University of Michigan, 1972.

45. Sowell, Thomas. Black Education: Myths and Tragedies. New York, NY: David McKay Company, Inc., 1972.

46. Suinn, Richard M., and Oskamp, Stuart. The Predictive Validity of Projective Measures. Springfield, IL: Thomas, 1969.

47. Super, Donald E. The Dynamics of Vocational Adjustment. New York, NY: Harper and Brothers, 1942.

48. Super, Donald E., and Bohn, Martin Jr. Occupational Psychology. Belmont, CA: Wadsworth Publishing Company, 1970.

49. Super, Donald E. The Psychology of Careers. New York, NY Harper, 1957.

50. Super, Donald E. "A Theory of Vocational Development." American Psychologist, 1953, pp 185-190.

51. Tausky, Curt, and Wilson, William J. "Work Attachments Among Black Men." Phylon, Vol 32, No. 1, Spring, 1971.

52. Thornbough, Emma Lou. Great Lives Observed: Booker T. Washington. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969.

53. Triandis, Harry C. Attitude and Attitude Change. New York, NY: Wiley, 1971.

54. Tucker, Jack C., and Reid, John D. "Black Urbanization and Economic Opportunity: A Look at the Nation's Large Cities." Phylon, Vol. 38, No. 1, March, 1977.

55. Venn, Grant. Man, Education and Work. Washington, DC: American Council on Education, 1964.

56. Walther, Regis H. "The Measurement of Work Relevant Attitudes." Manpower Research Projects, George Washington University, Washington, DC, Contract #41-7-00-09, Manpower Administration, U. S. Department of Labor.

57. Wenrich, Ralph C., and Crowley, Robert J. Vocational Education As Perceived by Different Segments of the Population. Cooperative Research Project Number 1577. Ann Arbor, MI: The University of Michigan, 1964.

58. Whitmore, Bob. "The Summer Job Situation for Youth, 1977, Employment in Perspective." Bureau of Labor Statistics Report 511, September, 1977.

59. Wolfgein, Seymour L. Employment, Unemployment and Public Policy. New York, NY: Random House, 1965.

60. Yearling, Julie Jr. "Attitudes of Blacks Toward Vocational Education." Unpublished doctoral dissertation, Colorado State University, 1974.

61. Young, Anne McDougall. "Students, Graduates and Dropouts in the Labor Market, October, 1975." Monthly Labor Review, Vol. 99, No. 6, June, 1976.

APPENDICES

APPENDIX A

COMBINED FREQUENCY RESPONSES

COMBINED FREQUENCY RESPONSES TO ATTITUDE QUESTIONNAIRE.

Item No.	Frequency						Percentage					
	SD	D	U	A	SA	Total	SD	D	U	A	SA	Total
1	4	7	8	79	22	120	3	6	7	66	18	100
2	3	7	9	68	33	120	2	6	7	57	27	99
3	22	73	17	5	3	120	18	61	14	4	2	99
4	25	63	16	11	5	120	21	52	13	9	4	99
5	6	24	17	55	18	120	5	20	14	46	15	100
6	38	53	12	12	5	120	32	44	10	10	4	100
7	0	20	30	47	23	120	0	17	25	39	19	100
8	21	46	22	27	4	120	18	38	18	22	3	99
9	41	65	7	6	1	120	34	54	6	5	1	100
10	57	56	3	2	1	119	48	47	3	2	1	101
11	34	58	15	10	2	119	29	49	13	8	2	101
12	29	50	22	15	2	118	25	42	19	13	2	101
13	4	16	20	61	18	119	3	13	17	51	15	99
14	36	65	11	7	1	120	30	54	9	6	1	100
15	1	7	16	76	20	120	1	6	13	63	17	100
16	3	15	23	60	19	120	2	13	19	50	16	100
17	5	22	20	54	18	119	4	18	17	45	15	99
18	2	6	21	76	13	120	2	5	18	64	11	100
19	53	50	5	8	4	120	44	42	4	7	3	100
20	26	55	24	12	3	120	22	46	20	10	2	100
21	3	5	18	68	26	120	2	4	15	57	22	100
22	2	6	11	56	45	120	2	5	9	47	38	101

FREQUENCY RESPONSES OF STUDENTS, PARENTS, TEACHERS, BUSINESSPERSONS TO ATTITUDE QUESTIONNAIRE

Item No.	Students					Parents					Teachers					Businesspersons				
	SD	D	U	A	SA	SD	D	U	A	SA	SD	D	U	A	SA	SD	D	U	A	SA
1	0	0	1	25	4	0	0	0	27	3	3	3	6	13	2	1	1	1	14	13
2	0	1	3	14	12	0	1	3	24	2	2	4	2	19	3	1	1	1	11	16
3	5	21	3	0	1	3	18	4	5	0	4	18	7	0	1	10	16	3	0	1
4	4	13	10	2	1	6	17	3	4	0	4	20	2	3	1	11	13	1	2	3
5	1	2	5	17	5	0	6	5	18	1	3	13	6	7	1	2	3	1	13	11
6	9	12	5	3	1	9	13	2	4	2	6	16	3	3	2	14	12	2	2	0
7	0	9	10	8	3	0	3	13	13	1	0	4	4	13	19	0	4	3	13	10
8	5	16	5	2	2	5	15	6	4	0	1	10	6	12	1	10	5	5	9	1
99	9	18	2	1	0	7	20	0	2	1	9	15	3	3	0	16	12	2	0	0
10	12	17	0	0	1	10	19	0	1	0	15	14	1	0	0	20	6	2	1	0
11	9	16	3	2	0	14	18	5	3	0	6	15	5	2	1	15	9	2	3	1
12	2	12	5	10	1	0	14	13	1	0	14	14	2	0	0	13	10	2	4	1
13	2	0	9	18	1	0	7	1	20	2	1	4	9	12	4	1	5	1	11	11
14	5	18	6	1	0	5	22	2	1	0	11	15	3	1	0	15	10	0	4	1
15	0	1	5	18	6	0	0	3	25	2	0	2	7	19	2	1	4	1	14	10
16	0	5	5	15	5	0	2	10	14	4	1	6	6	16	1	2	2	2	15	9
17	1	2	11	12	4	0	10	4	15	1	1	5	2	18	4	3	5	3	9	9
18	0	1	4	22	2	0	1	7	20	1	1	3	7	18	1	1	1	3	16	9
19	9	1	3	5	2	10	19	0	1	0	16	13	1	0	0	18	7	1	2	2
20	2	7	13	7	1	4	20	3	3	0	6	16	6	1	1	14	12	2	1	1
21	0	1	8	17	4	1	2	1	21	5	0	1	4	18	7	1	2	5	12	10
22	2	2	4	12	10	0	2	1	21	6	0	0	5	12	13	0	2	1	11	16

APPENDIX B

INDIVIDUAL FREQUENCY RESPONSES

QUESTIONNAIRE

Definitions For The Purpose Of This Questionnaire:

Secondary schools mean high school, grades 10 - 12.

Vocational education in high school means that education which prepares the student for the world of work. Vocational education seeks to develop basic skills, decision-making ability, and job-related knowledge sufficient to prepare youth for full-time employment in business, agriculture, trades, industry, home economics and other occupational areas. Vocational education then, is education for the world of work.

A college-preparatory program in high school is that sequence of courses which prepares a student either to enter a college of his choice, or to meet the general requirements of most colleges or universities.

DIRECTIONS

We would like to know your beliefs about vocational education in comparison with other high school programs. We want you to answer each item as honestly as you can. We ask you NOT to write your name on any of these sheets. Responses on the questionnaire will be held in strict confidence and individual replies will be submerged in summary data.

Please circle the response which is most nearly the way you believe about each item. For each question you will have five possible choices:

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

Do not take too much time in thinking about any particular item. Please do not leave any item out -- there is no right or wrong answer -- it is just how you feel about things. Other persons may have different opinions.

Here is an example:

A good basic education through high school is one answer to youth unrest in this country.

(SA) A U D SD

This individual strongly agrees with the item and thus feels that a good basic education through high school is one answer to youth unrest in this country.

Put a circle around the answer which comes the closest to your belief. Even if your exact feeling is not found in one of the choices, pick the one which comes the closest to your true belief. Sometimes it will be hard to make up your mind, but do the best you can and do not leave any questions blank.

Thank you for your cooperation.

ATTITUDE QUESTIONNAIRE

BEGIN HERE:

1.	Vocational education is geared toward preparing Blacks for future jobs.	1. SA A U D SD
2.	Vocational education helps individuals to become proficient at the occupation of their choice.	2. SA A U D SD
3.	Vocational education prevents Blacks from reaching their educational potential.	3. SA A U D SD
4.	Vocational education keeps Blacks out of the mainstream of society.	4. SA A U D SD
5.	Vocational education leads to jobs with many promotional possibilities for Blacks.	5. SA A U D SD
6.	Vocational education does not help Blacks in finding employment.	6. SA A U D SD
7.	It requires tremendous skill and knowledge to teach vocational education.	7. SA A U D SD
8.	Blacks are usually counseled into vocational education because they cannot succeed in the regular academic programs.	8. SA A U D SD
9.	Vocational education is damaging to Blacks.	9. SA A U D SD
10.	Vocational education for Blacks is a waste of money, time and energy.	10. SA A U D SD

11.	Vocational education leads to dead-end jobs for Blacks.	11. SA A U D SD
12.	It does not require much knowledge and skill to teach vocational education to Blacks.	12. SA A U D SD
13.	A vocationally trained Black can earn as much as an academically trained Black immediately after high school.	13. SA A U D SD
14.	Blacks get no real benefit from vocational education.	14. SA A U D SD
15.	There are many benefits for Blacks who have vocational education.	15. SA A U D SD
16.	Vocational education offers Blacks a wide variety of job opportunities.	16. SA A U D SD
17.	Vocational education is as important as a college education.	17. SA A U D SD
18.	Vocational education helps Blacks to pursue a job which will lend itself to self-satisfaction.	18. SA A U D SD
19.	Vocational education for Blacks should be taken out of the educational system at all levels.	19. SA A U D SD
20.	Vocational education prepares Blacks for jobs which are obsolete.	20. SA A U D SD
21.	Vocational education for Blacks is essential in today's technical society.	21. SA A U D SD
22.	Vocational education for Blacks should be expanded.	22. SA A U D SD

APPENDIX C

THE ATTITUDE QUESTIONNAIRE

APPENDIX D

STUDENT INFORMATION CARD

Dear Student:

I would like to interview one of your parents to get their reaction to the same statements you reacted to. Please furnish the following information so I may visit with them.

Name: Mr./Mrs. _____

Address: _____

Telephone: _____

Best time to contact: Morning _____
Afternoon _____
Evening _____
Saturday _____
Sunday _____

Thank you,

Sterling Lewallen, Assistant Professor
Industrial Education - W.S.U.